

LANGUAGE HELPS

FOR WRITTEN ENGLISH

FIFTH GRADE

REVISED



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Foreword

THE exercises in this book are designed to supplement and enrich the material in any standard English text. The printed forms provide a convenient way for the pupil to do his written work and lessen the drudgery of the teacher in correcting exercises.

The basal English texts vary considerably in the order in which subjects are presented to the pupils, and it is not practicable to make an exercise book that conforms exactly to the organization of all the texts. There are, however, certain fundamental subjects that are common to nearly all the language books. Only those subjects that are found in the majority of the well known language books are treated in FIFTH GRADE LANGUAGE HELPS FOR WRITTEN ENGLISH. The teacher may use, or omit, at her discretion, the subjects in this book that are not taught in the particular basal text that she is using.

Some teachers will prefer to have the pupils work straight through this book in order to provide rest intervals between the basal recitations in the class and the seatwork exercises. This plan has obvious values. Other teachers will prefer to have the pupils work the exercise that fits into the day's recitation.

The leading authorities on the teaching of English recommend that one third of the time be given to written work, and two thirds to oral work, in a fifth-grade language class. In many schools the tendency has been to slight the written work.

This is unfortunate, for the pupil needs some written work to clinch the points made in the class discussions. While it is sound pedagogy to give much more time to oral work than to written work in the lower grades, it should be remembered that oral work alone will not lead to a mastery of our mother tongue. The ear, the tongue, and the hand should be trained to work together.

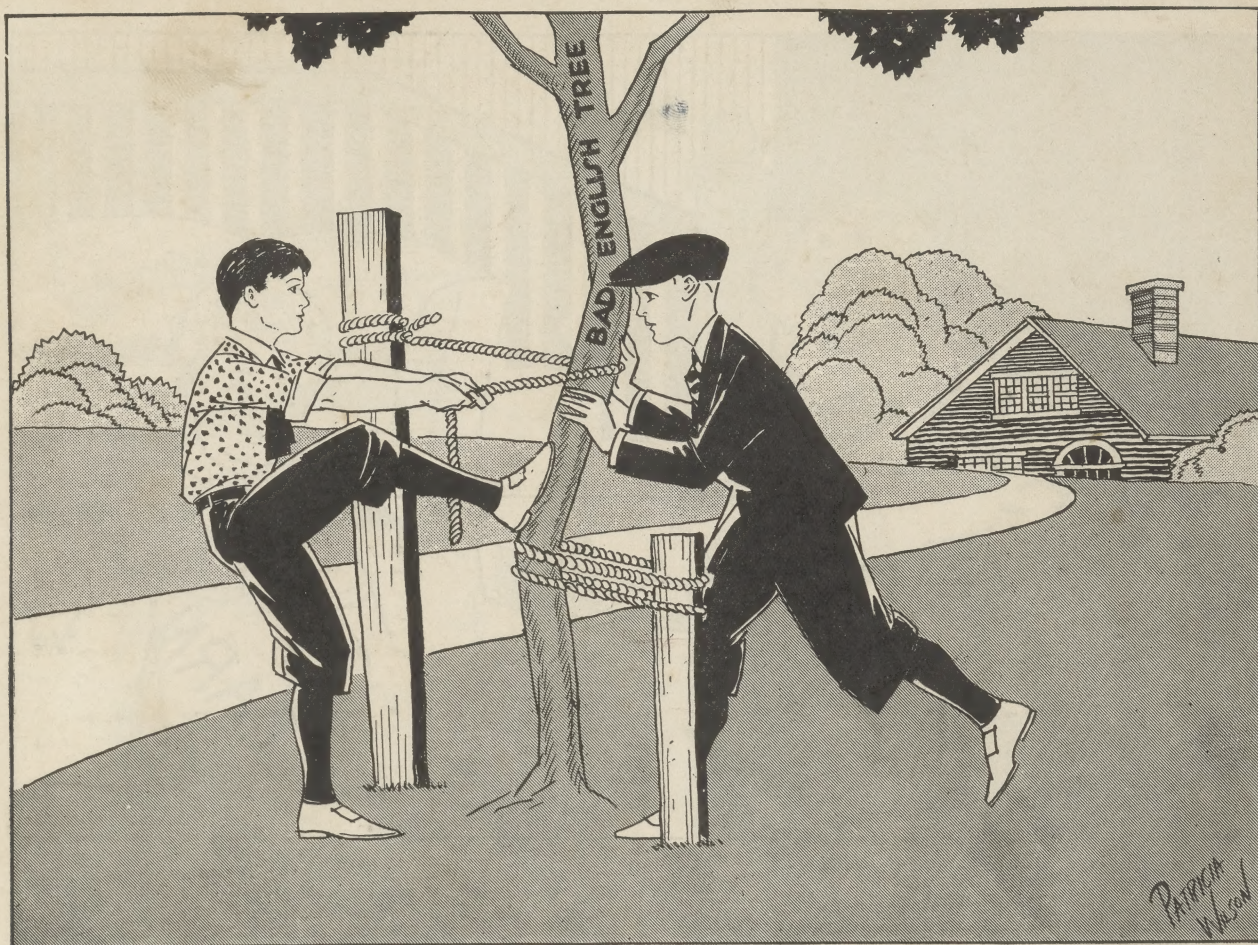
Fresh and original cartoons and stories have been made to help the pupils visualize important word usages. Emphasis is laid on the study of errors in the use of verbs, for recent investigations have shown that fifty-seven per cent of all language errors made by children are in the use of verbs.

Provision has been made for a number of short compositions. Teachers should encourage the pupils to write very short compositions of the single phase type.

In the majority of schools the exercises in LANGUAGE HELPS, Fifth Grade, will be found suitable for basal use in the fifth grade, and for review work in the sixth grade. There are a few schools, however, with courses of study so organized that this book will be acceptable for basal use in the fourth grade.

The very low price at which this book is sold makes it possible for the pupil to have written language work, in a convenient form, at but a trifle more than the blank paper would cost for the usual written exercises that accompany the oral work.

FIFTH GRADE LANGUAGE HELPS



FOREWORD TO BOYS AND GIRLS

The tree in the picture is crooked and the boys are doing their best to make it straight. They have driven two stout posts into the ground, and with a rope attached to these, the boys are pulling and pushing with all their strength to straighten the tree.

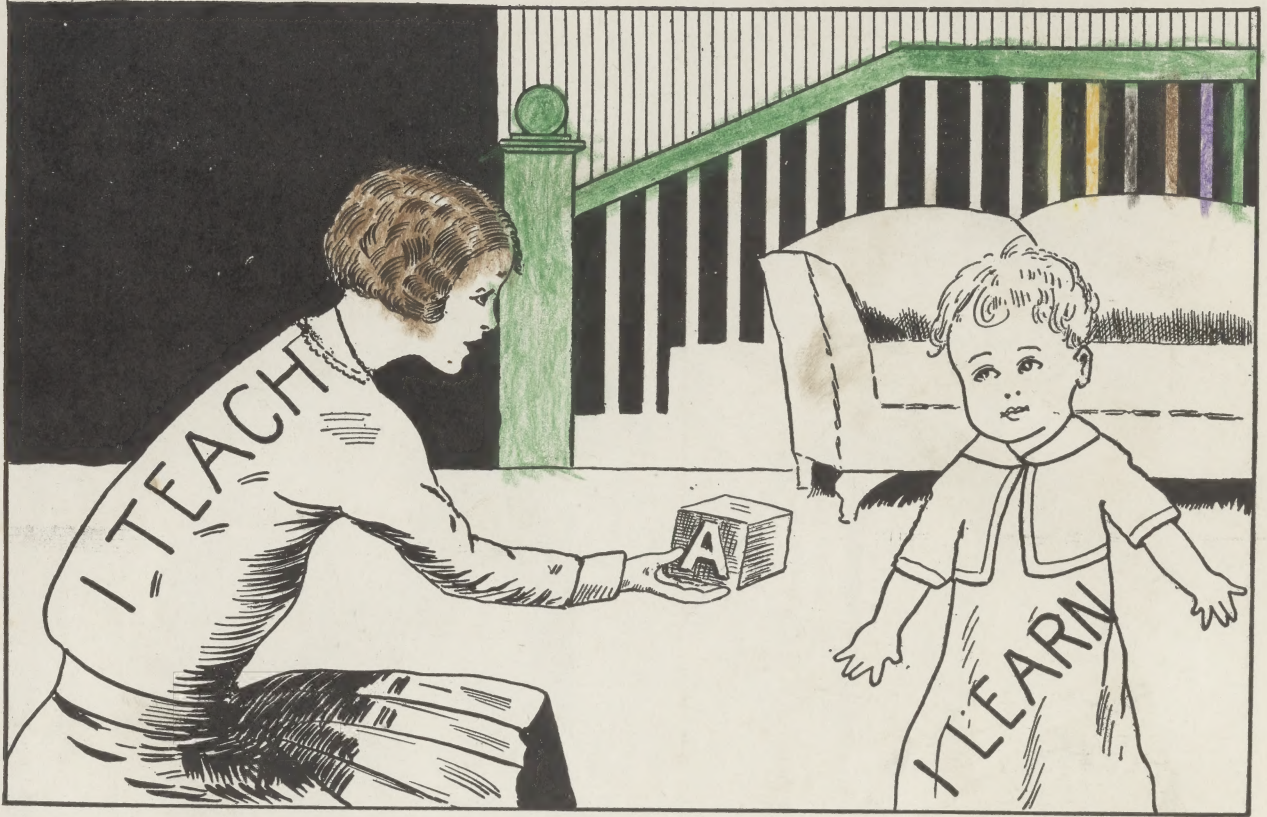
The tree has been crooked a long time. It is tough and stiff, and does not yield easily to pressure. If the boys had tried to straighten the tree when it was young and slender their task would have been much easier.

English speech is like this tree. The best time to get your English straight is while you are young. Grown persons who have formed

bad English habits find it very hard to improve their speech.

This little book was made to help in making your English tree grow up strong, graceful, and straight. Special emphasis, in this book, is given to the study of errors in the use of verbs. Investigations have shown that half the errors made in oral English are made in verbs, and that eighty-five per cent of the verb errors are in the use of the words *see, do, come, go, run, sit, lie, give, begin, ring, write, take, break, and sing*. It is worth your while to give close attention to the study of the "Fourteen Verb Demons."

LEARN, TEACH



Learn means to gain knowledge.

Teach means to help some one to gain knowledge.

Fill each blank with either learn or teach.

1. Miss Brown will teach the children to spell.

2. The children will learn to spell.

3. Miss Brown will teach the children to write.

4. The children will learn to write.

5. Mother robins teach their young ones to fly.

6. I would like to teach you to sing.

7. Where did Marie to draw so well?

8. Please me that game.

9. Didn't Henry you to swim?

10. It is difficult to one correct

English unless he tries to

11. This experience should you a lesson.

12. Boy Scouts to find their way by the stars.

Write sentences containing the words—

learn

.....
.....
.....

teach

.....
.....
.....

100 UNNECESSARY WORDS



Don't you think that Jimmy is silly to wear two hats? One hat at a time is enough. The extra hat is unnecessary.

Sometimes boys and girls use unnecessary words like the man who wore an unnecessary hat. In the sentence "My uncle he lives in Chicago," the word *he* is unnecessary. It is like an extra hat on the head. In the sentence "The baby fell off of the chair," the word *of* is not necessary. It is like an extra hat on the head. In the sentence "This here problem is hard to work," the word *here* is not necessary. It is like an extra hat on the head.

Draw a line through the unnecessary words in these sentences.

1. Dogs ~~they~~ bite.

2. My sister ~~she~~ studies music.

3. Grandfather ~~he~~ is eighty years old.

4. The cyclone ~~it~~ blew down the barn.

5. Frank ~~he~~ has no bicycle.

6. Get off ~~of~~ my foot.

7. He jumped off ~~of~~ the bridge.

8. I like that ~~there~~ yellow dog.

9. These ~~here~~ lessons in English are very easy.

10. Columbus ~~he~~ discovered America in 1492.

11. St. Louis ~~it~~ is a large city on the Mississippi River.

12. The automobile ran off ~~of~~ the road.

13. I saw that ~~there~~ man in the hotel.

14. The squirrels ~~they~~ store up food in hollow trees.

15. That ~~there~~ job pays fifty dollars a month.

16. This ~~here~~ automobile has six cylinders.

17. My brother ~~he~~ will enter college in September.

18. The baby ~~it~~ can neither walk nor talk.

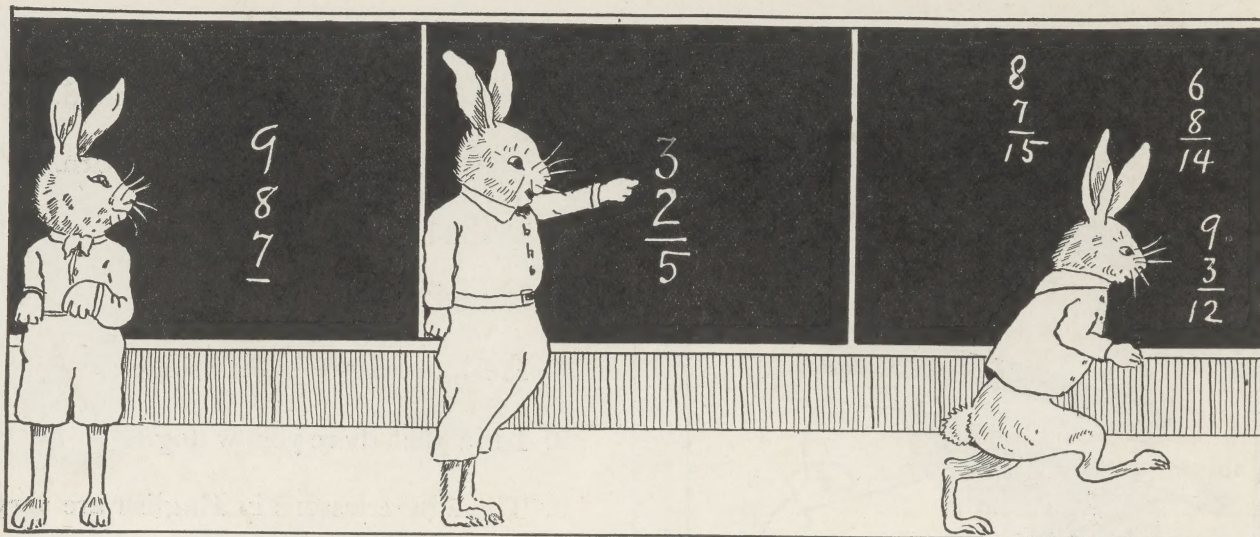
19. The mosquitoes ~~they~~ are very bad this summer.

20. This watch ~~it~~ is broken.

21. The train ~~it~~ has gone.

22. His father ~~he~~ is eighty years old.

DID, DONE



I cannot do this sum.

I did mine; it was easy.

I have done all my sums. I am going home.

Remember that *have, has, or had* must be used with *done*.

Write *did* or *done* in each blank.

1. Who did that? I did it.
2. Frank has done all the garden work this year.
3. I have done my best to learn this lesson.
4. We did our work before eight o'clock this morning.
5. I saw him when he did it.
6. "Yes," answered George, "I did it with my little hatchet."
7. Have you done all your problems for tomorrow?
8. "Who did that?" asked the policeman.
9. My class has done the same work that your class did yesterday.

10. Ask him why he did it.

11. We have left undone those things which we ought to have done.

12. Mother has done her best to make us happy.

Write sentences using correctly the words—

did

I did not take the bat

done

I've done the chore

A rime to remember:

Our young friend, Miss Katydid,
May be green, but none
Ever, ever hear her say,
"She done, she done."

—Government Bulletin

ABBREVIATIONS

An abbreviation is a shortened form of a word. It saves time to write Jan. instead of January.

In compositions and in the body of letters words should be spelled out in full. Do not write, "I shall see you next Wed." Spell the word Wednesday in full. It is proper to use abbreviations in the headings of letters and on envelopes and in business records.

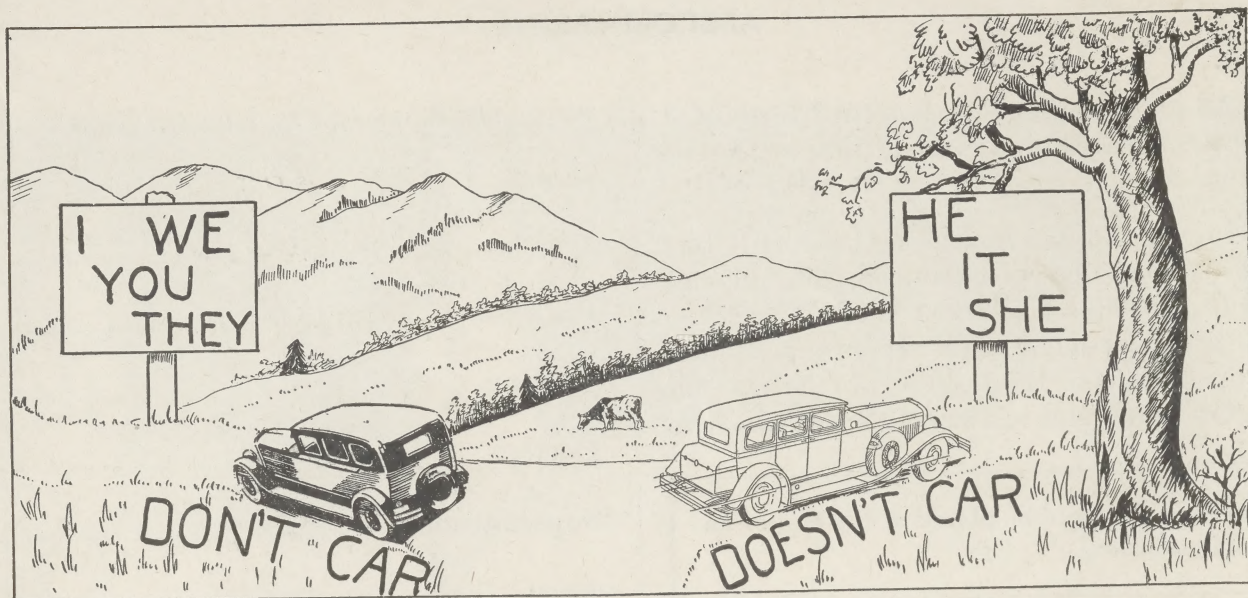
A period should be placed at the end of an abbreviation.

The following abbreviations are frequently used.

Sun.	Mrs.
Mon.	Supt.
Tues.	Prof.
Thurs.	Ave.
Fri.	St.
Sat.	Co.
Jan.	Pres.
Feb.	Dr.
Mar.	bu.
Apr.	doz.
Aug.	ft.
Sept.	qt.
Oct.	lb.
Nov.	yd.
Dec.	Rev.
Mr.	Col.

Write abbreviations for the following words.

pound	lb.
Tuesday	Tues.
Professor	Prof.
Avenue	Ave.
Doctor	Dr.
Superintendent	Supt.
dozen	doz.
December	Dec.
August	Aug.
Wednesday	Wed.
Monday	Mon.
October	Oct.
Reverend	Rev.
Colonel	Col.
quart	qt.
Thursday	Thurs.
President	Pres.
feet	ft.
yard	yd.
Mister	Mr.
Mistress	Mrs.
Company	Co.
September	Sept.



KEEP YOUR CAR ON THE RIGHT ROAD

"Don't" means *do not*. Use *don't* only where *do not* can be used. "Do not" may be used with the words *I, we, you, and they*.

I do not, *or* I don't.

We do not, *or* We don't.

You do not, *or* You don't.

They do not, *or* They don't.

"Doesn't" means *does not*. Use *doesn't* only where *does not* can be used.

"Does not" may be used with the words *he, she, and it*.

He does not, *or* He doesn't.

She does not, *or* She doesn't.

It does not, *or* It doesn't.

Fill each blank with *don't* or *doesn't*.

1. The car stop here.
2. The stenographer wish to be disturbed.
3. Babies *doesn't* like medicine.
4. The baby *don't* like medicine.
5. John says he *doesn't* know anything about it.

6. the car cross Union Avenue?

7. Clara look like her mother?

8. It take long to work this page.

9. He leave school until four o'clock.

10. she look well today?

11. Mary scribble in her book.

12. Willie care what happens.

13. Willie and Peter care what happens.

14. Edgar care what happens.

15. Mary know my voice?

16. you know the way to Denver?

17. Why Fred come home?

18. She eat spinach.

COMMAS

COMMAS WITH DATES

A comma should be used in writing a date to separate the number of the day of the month from the year, thus: July 4, 1776.

A comma should be used between the day of the week and the name of the month. Example: Thursday, July 4, 1776.

Insert commas where they are needed.

1. President Herbert Hoover was born August 10, 1874.

2. Christopher Columbus discovered America, October 12, 1492.

3. Our next football game will be on Saturday, November 8, 1930.

Write the date of—

1. Yesterday Dec. 1, 1932
 2. Today Dec. 2, 1932
 3. Your birth Jan. 17, 1932

COMMA WITH YES OR NO

Read these sentences, and notice that a comma should be used after "Yes" or "No" in a sentence.

Yes, blue is my favorite color.

No, I do not like yellow.

Punctuate:

1. Yes, I passed all my examinations.
2. No, I cannot speak French.
3. Yes, my brother is in the army.
4. He confessed at once, "Yes, I did it."
5. No, I did not witness the accident.
6. Yes, we have a radio in our home.

7. No, I have not been to Europe.

8. Yes, the circus is coming.

9. He answered, "Yes, I will go."

10. Yes, I got there just in time.

11. No, I cannot lend you the money.

12. Yes, I am at home now.

13. July 4, 1776 is a famous date in American history.

14. The Battle of New Orleans was fought on Jan. 8, 1815.

15. We shall have another game of football sometime between December 30, 1930 and January 11, 1931.

16. Where will you be on March 15, 1932?

Write a sentence using the word yes.

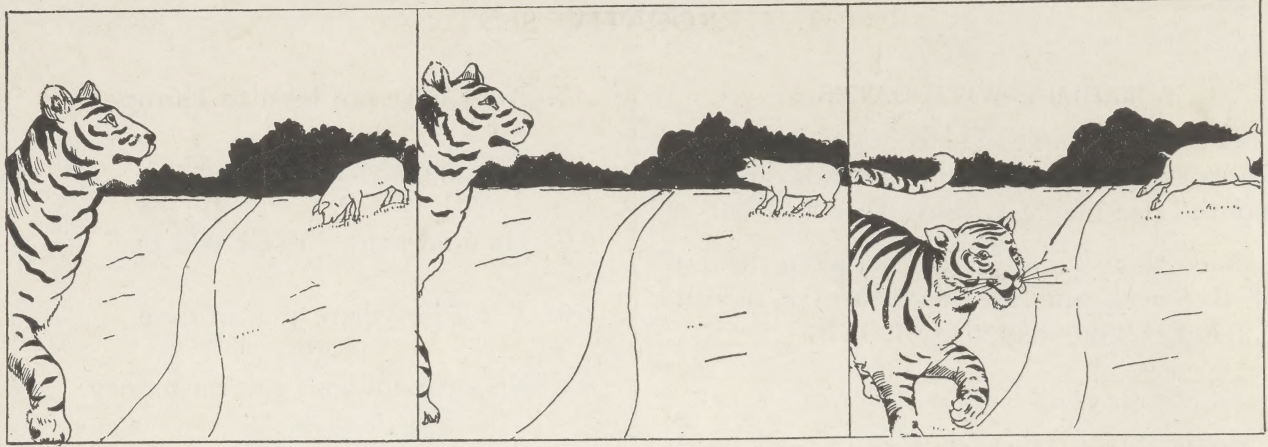
Yes, I shot the rabbit on a run.

Write a sentence using the word no.

No, I didn't catch any.

A COMMA STORY

A lady wired her husband, "I have found a lovely dress in the store marked down to \$300. May I buy it?" He replied, "No, price too high." The telegraph operator left out the comma, and the telegram read, when received by the lady, "No price too high." She bought the dress.



I see a pig.

Declarative sentence.

Does the pig see me?

Interrogative sentence.

Oh! The pig is running away!

Exclamatory sentence.

THE DECLARATIVE SENTENCE

The sentences following tell something about the airplane. They are called declarative sentences.

1. The airplane has two wings.
2. The airplane uses gasoline.
3. The airplane carries mail.

A declarative sentence tells something.

Write answers to these questions.

What mark follows each declarative sentence? *period*

With what kind of letter does the first word of each sentence begin? *Capital*

Write declarative sentences containing the following words. Put a period at the end of each sentence and a capital at the beginning.

dog

The dog barked. The bear.

bicycle

I can ride on a bicycle.

Christmas

Christmas is a holiday.

circus

I am going to the circus.

In the following paragraph put a capital at the beginning of each sentence and a period at the end.

THE ORANGE TREE

The orange is an evergreen tree with oblong leaves and white flowers it is raised in many parts of the world where the climate is warm in the United States it is grown in Florida, Louisiana, and California there are many kinds of edible oranges the flowers of some kinds are used to make medicine and perfumery the rind of the orange is used for marmalade orange trees are very fruitful

THE INTERROGATIVE SENTENCE

The following sentences ask us something about the airplane. They are called interrogative sentences.

1. Where is the airplane?
2. What does the airplane use?
3. Does the airplane carry mail?

An interrogative sentence asks a question.

Write answers to these questions:

What mark follows an interrogative sentence? question

With what kind of letter does an interrogative sentence begin? Capital

Write interrogative sentences with the following words. Put a question mark at the end of each sentence.

baseball

arithmetic

Saturday

picture show

Change the following declarative sentences to interrogative sentences:

1. It was very cold last Monday.

2. Mary has a pearl necklace.

3. Kate went to market and bought some pickles.

Change the following interrogative sentences to declarative sentences.

1. Is Latin taught in this school?

2. Do the boys want to go fishing?

3. Does father read the *New York Times*?

In the following paragraph put a period at the end of each declarative sentence and a question mark at the end of each interrogative sentence.

Dogs are very fond of play. They like to run. How do you play with your dog? Will he bring a stick to you if you throw it to him? Have you taught your dog any tricks? I saw one little dog that had been taught to jump through a hoop. Will your dog sit up on his hind legs? Dogs may be taught many tricks. They may be taught also to do some useful things.

THE EXCLAMATORY SENTENCE

The sentences following express feeling or surprise. They are called exclamatory sentences.

1. Look! The airplane is falling!
2. The gasoline in the airplane is on fire!
3. Oh! I hope my letter on the airplane is not lost!

An exclamatory sentence expresses feeling or surprise.

What mark follows an exclamatory sentence? _____

Write exclamatory sentences containing the following words:

fire

oh

run

rain

In the blank space after each line write the name of the kind of sentence.

1. May I bring my bicycle to school?

2. Jane is going to see her aunt.

3. What is that lady's name?

4. Last Wednesday was my birthday.

5. Sam and I are learning to skate.

6. Will you give the dog to me?

7. Hurrah! Our team won!

8. Run! A cyclone is coming!

9. There were three fires this week.

10. May I tell you a story?

11. Did you hear the bell?

12. I did not hear the bell.

Write a declarative sentence.

Write an interrogative sentence.

Write an exclamatory sentence.

MASTERY TEST NO. 1

Use the right word.

1. One cannot teach (teach, learn) an old dog new tricks.
2. Sam taught (taught, learned) me to swim.
3. Miss Smith will teach (learn, teach) the pupils history.
4. Mary doesn't (don't, doesn't) like snakes.
5. Why doesn't (doesn't, don't) John get a new hat?
6. Sister doesn't (doesn't, don't) eat onions.
7. Doesn't (Don't, Doesn't) the bus stop here?
8. He doesn't (doesn't, don't) look well.
9. Who done (did, done) that?
10. Jane done (did, done) the sweeping before breakfast.

Draw a line through the unnecessary words.

1. Cats they drink milk.
2. This here car is a Ford.
3. I saw that there boy at the circus.
4. He jumped off of the steps.

Insert commas where needed.

1. I was born on Feb. 10, 1920.
2. Where will you be on Thursday Jan. 19, 1933?
3. Yes, I am very fond of ice cream.
4. No, I cannot lend you ten dollars.

Write abbreviations for—

1. Sunday Sun
2. Tuesday Tues
3. Thursday Thurs
4. pound lb.
5. quart qt.
6. Wednesday Wed.
7. February F
8. August
9. feet
10. dozen

Write a declarative, an interrogative, and an exclamatory sentence.

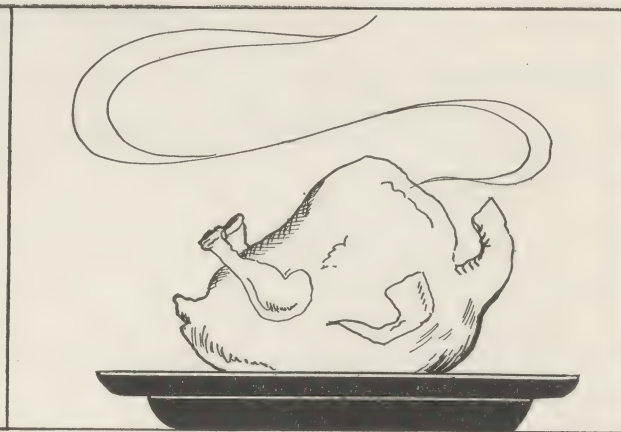
1. _____
2. _____
3. _____

Highest score possible: 31

Score made by pupil _____



The time I ate
Was rather late.



And what I ate
Was on a plate.

EAT, ATE, EATEN

The following sentences are correct:

Where did you eat today?
I ate at the Jefferson Hotel.
I have eaten there before.

There is no such word as "et." Do not say "I et breakfast this morning." The right word to use is *ate*.

A helping word, *has*, *have*, or *had* should always be used with *eaten*.

Put the right word in the blank space.

1. On Thanksgiving Day I ate some turkey.
2. Have you eaten your lunch?
3. He ate an apple a day and kept the doctor away.
4. The wild ducks have eaten all the rice in the field.
5. The goat has eaten my pretty roses.
6. I have not eaten between meals since I was a boy.
7. The wolf ~~ate~~ the innocent lamb.
8. After you have eaten dinner, we will go to the show.

9. Alice and Fred ate dinner at the Statler Hotel.

10. This morning the robin caught and ate fifteen worms.

Making rimes with the word *ate* will help you remember how the word is used. *Fate, plate, mate, gate, date, hate, late, state, wait, freight, great*, and many other words rime with *ate*.

Make four simple rimes.

One morning I ate ate
Very very late ate

..... ate
..... ate
..... ate

Write a sentence with the words have eaten.

.....
.....

FRAGMENTS USED INCORRECTLY AS SENTENCES

Nicodemus is making a funny mistake. He has not noticed that the handle to his suitcase has become detached. He is walking away with the handle in his hand, leaving the suitcase on the ground.

Nicodemus is very much like the boys and girls who use a broken part of a sentence for a complete sentence.

A sentence expresses a complete thought. A declarative sentence should have a capital letter at the beginning and a period at the end. A child wrote: "The sun rises in the east. Every morning." "Every morning" is not a sentence, for it does not express a complete thought. It is a fragment of a sentence. It is like the handle to the suitcase. It should not begin with a capital letter. A period should not be placed after "east" because it is not the end of the sentence. The sentence should read, "The sun rises in the east every morning."



Rewrite the following:

1. After school we played ball. Until we were tired.

After school we played ball until we were tired.

2. The sisters sang. At the concert last night.

The sisters sang at the concert last night.

3. The other day. I had a surprise.

The other day I had a surprise.

4. From my window I saw ten airplanes. Flying among the clouds.

From my window I saw ten airplanes flying among the clouds.

5. Here are some delicious apples. For Edith and Tom.

Here are some delicious apples for Edith and Tom.

6. The teacher awarded the prizes to Fred. And me.

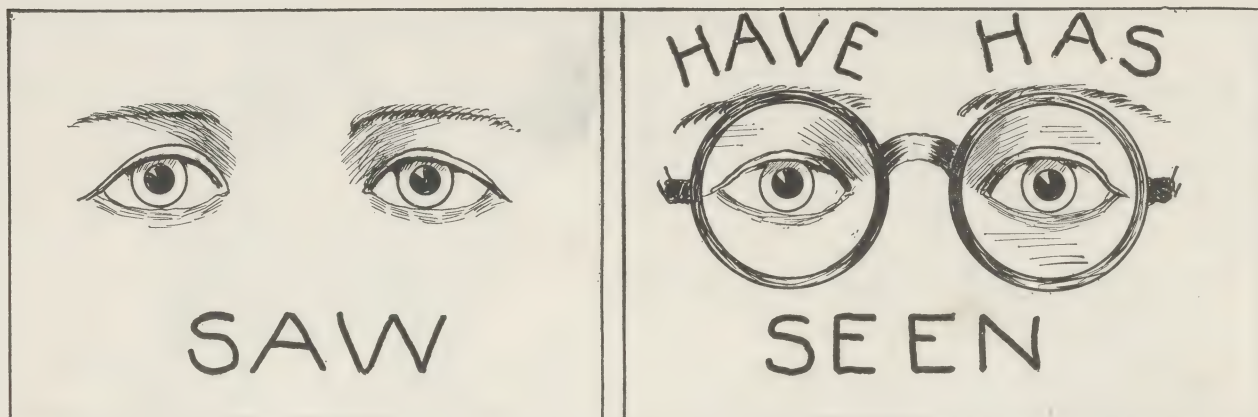
The teacher awarded the prizes to Fred and me.

7. I am learning. To use good English.

I am learning to use good English.

8. It was we. Whom you heard.

It was we whom you heard.



SAW, SEEN

The following sentences are correct:

Haven't I seen you before?
Yes, you saw me in Europe.
I thought I had seen you before.

"Saw" is used without any helper. "Seen" should not be used alone. When you use *seen* put on your glasses, *have* or *has*. *Had* may be used, also, with *seen*.

Use the right word in these sentences.

1. My dog is the best dog I ever saw.
2. I have seen the President of the United States.
3. I have seen thousands of crows roosting in a tree.
4. Father went to China and saw many wonderful sights.
5. Have you seen Edward anywhere?
6. Yes, I saw him at the drug store.
7. Have you seen Mr. Dickson about the job?
8. Yes, I saw him this morning.
9. Have you seen a cotton field?
10. Yes, I saw a cotton field in Arkansas.

Write sentences containing the words—

saw

I saw one ferret

seen

I had seen tof

have seen

I have seen bears

has seen

my mother has seen porcupines

Rewrite the following sentence in correct form:

I never made a mistake in grammar in my life, because just as soon as I done it I seen it.

I never made a mistake in grammar in my life because just as soon as I done it I have seen it

A VERY LONG FENCE

"How do you like my sketch?" asked Fred.

"I think," answered Mollie, "your tree will do, but I do not like the fence. You should have some more posts in the fence."

Some sentences are like Fred's fence. The "run-on" sentence has many different ideas loosely strung together.



Divide the following statements into sentences. Put a capital letter at the beginning of each sentence. Put a period at the end of each sentence.

1. Mary was absent from school today, ~~she~~ had gone to visit her aunt

2. Heidi lived with her grandfather near the top of a mountain in Switzerland. ~~On~~ stormy days the wind howled around the little house.

3. Most of our birds take two long journeys. ~~Every~~ year these journeys are called migrations.

4. The giant laughed a big, big laugh, ~~he~~ laughed so hard that he nearly bent double.

5. Everyone who plays around fire is likely to get burned. ~~The~~ first thing to do when burned is to cover the part to keep the air out vaseline, sweet oil, or lard may be used.

6. There are two good reasons why you should try to destroy mosquitoes. ~~The~~ first reason is that they are so annoying it is hard to sleep with a mosquito buzzing about the bed. ~~The~~ second reason is that a certain species of the mosquito is responsible for the spread of malarial disease.

7. March is usually a rainy month watch the rain as it falls to the ground examine the puddles of water. ~~After~~ the rain has stopped. ~~Explain~~ how some of the rain went into the ground tell how you know that some of it ran into streams give all the reasons that you can why a farmer likes to have rain.

8. The grasshopper is an excellent fiddler. ~~He~~ plays at insect parties in the evening. ~~After~~ the sun goes down one charming feature of his music. ~~Is~~ that he is never obliged to take lessons the grasshopper is a born fiddler he plays just as well one day as another he is always in practice and he carries his fiddle about with him on all his travels.

9. In addition to having feathers to help in flight a bird. ~~Has~~ little sacs like tiny balloons inside his body these sacs are filled with air from the lungs of the birds. ~~And~~ the air passes from the sacs to the bones and other parts of the body this is the reason why birds are lighter than other animals.

CAPITAL LETTERS

You learned in other grades that a capital letter is used:

1. To begin the first word of every sentence.
2. For the word *I*.
3. To begin the names of the days, months and holidays.
4. To begin the name or the initials of a person.
5. To begin every name of a particular place.

Write the rule for the use of capital letters in the following sentences:

1. We do not have school on Saturday.

Saturday is capitalized because *it is*

a day

2. I have been to Chicago several times.

Chicago is capitalized because *it is*

a particular place

3. She takes good care of her clothes.

She is capitalized because *it is*

a beginning of sentence

4. Please give the horse to John B. Gordon.

John B. Gordon is capitalized because

it is a person

5. Next Christmas I am going to New York.

Christmas is capitalized because *it is*

a holiday

I is capitalized because *✓*

Draw a line under each word that should be capitalized in the following letter.

15
clinton, iowa
december 4, 1930

dear helen,

i am so glad to learn that you will spend the christmas holidays with us. we shall expect you on the first train next monday, and i shall wait for you at the station. i hope that you will bring agnes and sam with you. we shall have a merry time together.

be sure to bring your skates. the ice is nearly four inches thick on the pond and skating is fine. we are to have a big skating party next thursday afternoon.

i want you to spend the week with us. there are ever so many places to visit and you have many friends here who want to see you. brother jack will drive us about every day in his new car.

your friend,

may jennings

DOUBLE NEGATIVES



NEITHER and NOR are good friends. They like to sit side by side. They are always in a good humor and they never quarrel when together. NEITHER and NOR like to be together in the same sentence. It is correct to say, "Neither he nor I went to the party."

There are other "no-words" or negatives which are not on friendly terms. They fight when they come together, and two of them should not be used in the same sentence. The picture shows some of the words that should not be used together. Two negatives in a sentence make a double negative. Do not use double negatives.

Use the right word.

1. Charles wouldn't do nothing (nothing, anything) for his friend.
2. The baby couldn't be found anywhere (anywhere, nowhere).
3. The paper didn't award the prizes to anybody (nobody, anybody).
4. The ship was sunk. It won't ever (ever, never) sail again.

5. There isn't any (any, no) coal in the cellar.

6. George hasn't learned any (any, none) of the problems.

7. The doctor will not let him take any (any, no) exercise.

8. Don't you know anything (nothing, anything) about driving a car?

9. I did not meet anyone (anyone, no one) on the way to school.

10. Isn't the milkman coming to our house

no (no, any) more?

11. There isn't any (any, no) ice cream left.

12. She hasn't spoken to anybody (nobody, anybody).

13. Lucy didn't want any (none, any) of my flowers.

14. I don't know anything (anything, nothing) about it.

15. I haven't any (none, any).

A LETTER OF THANKS

575 Maple Street
Denver, Colorado
June 10, 1930

Heading
(where and when)

Dear Uncle Jim,

Salutation
(to whom)

The beautiful watch which you sent me for a birthday present came in this morning's mail.

It is the finest present that I have ever had, and I cannot tell you how much I appreciate your gift. You have made me very happy.

Message

I shall take good care of the watch, and I am sure that I shall find it useful for many years to come.

Your loving nephew,

Complimentary close

Frank Holbrook

Signature

Write a letter of thanks to your aunt for a fountain pen that she sent you at Christmas.

Remember to put a comma between the name of the town and the name of the state. Put a comma also after the number that stands for the day of the month.

Wyoconia, Wis.
Nov. 3, 1932

Dear Buntzy:

Thank you for the beautiful fountain pen you sent me for Christmas. I am going to take it to school to my English one thing it is nice. I wrote this letter with it.

Your nephew
John

COMMAS

COMMAS WITH WORDS IN ADDRESS

Words of address like *Mary* and *Mother* should be separated from the rest of the sentence by a comma or commas.

Mary, are you going to the show tonight?

Yes, Mother, I am going to the show tonight.

Use commas where needed.

1. Doris, aren't you going to the mountains this summer?

2. No, Bess, I cannot afford to make the trip.

3. Yes, Mother, I shall be ready in a few minutes.

4. Fred, you have done me a good turn.

5. John, bring me the lamp.

6. Don't run so fast, Ruth. You may fall down.

7. Will you play on the team Jack if, Charlie, plays with us?

Write two sentences with words of address.

Junior, are you going skiing.

~~How~~
yes, John, I'm going skiing

COMMAS WITH QUOTATIONS

In writing, when you use the exact words of another person the quotation should be separated from the rest of the sentence by a comma or commas. Example:

"When I heard the baby crying," said Mother, "I gave her some milk."

Use commas where necessary.

1. "I like to eat ice cream," said Baby Frances.

2. The fish cried, "I am hooked."

3. John answered, "I shall do my best to win."

4. "Please give me a dime," the beggar pleaded.

5. "I shall never forget that happy hour," Mary exclaimed.

6. "All right," answered the teacher, "You may go."

7. "It is time to leave," answered Mother.

8. "I beg your pardon," cried Ruth.

Write two sentences containing quotations.

Ruth, are you reading

Junior, what did you get in reading



Using two negatives in the same sentence is like two persons in a boat rowing in opposite directions. Do not use two negatives where the meaning requires but one. Do not say, "I haven't none." The correct form is, "I have none," or, "I haven't any."

Use the right word in the following sentences.

1. We did not write any (any, no) composition last week.
2. Ella didn't repeat the story to any ~~one~~ (anyone, no one).
3. Our radio didn't tell us anything (nothing, anything) about the fire.
4. I never make any (no, any) mistakes in grammar.
5. None of the girls came (didn't come, came) to the party.
6. The weather wasn't colder (no colder, colder) today than it was Christmas.
7. I haven't heard anything (anything, nothing) from brother since he left home.
8. Haven't you never (ever, never) heard Bryan speak?
9. I don't want any (any no) ice cream.
10. I couldn't hear anything (nothing, anything) on the phone.

11. He didn't take anything (nothing, anything) for his cold.

12. Herbert didn't go anywhere (nowhere, anywhere).

13. Haven't you never (ever, never) had your fortune told?

14. Haven't you anything (nothing, anything) here that will mend my bicycle?

15. Was (Was, Wasn't) no one willing to sing?

16. will (Will, Won't) no one play at first base?

17. Didn't anybody (anybody, nobody) call when I was out?

18. I don't want anyone (anyone, no one) to wake me before nine o'clock.

Write in correct form:

I never do nothing for nobody that don't do nothing for me.

I never do nothing for anybody that don't do nothing for me

MASTERY TEST NO. 2

Use the right word.

1. Has she eaten (eaten, eat) her dinner?

2. John ate (ate, eat) five apples yesterday.

3. The boll weevils have eaten (eaten, eat) my cotton.

4. I ate (ate, eat) dinner at the Palm Beach Hotel last Monday.

5. I saw (saw, seen) the elephant yesterday.

6. I have seen (saw, seen) an eagle.

7. Have you seen (seen, saw) Jim today?

8. There isn't any (any, no) ink in the bottle.

9. I haven't spoken to anybody (anybody, nobody).

10. Mary didn't want any (any, none) of my ribbons.

11. Haven't you never (ever, never) been on the ocean?

12. I didn't hear anything (anything, nothing) that he said.

13. Will (Will, Won't) no one agree with me?

Use capital letters where needed.

1. I was absent from school last Monday.

2. I am going to Denver next Summer.

3. Will you spend Christmas with me?

Use commas where needed.

1. Ida, where is your powder puff?

2. "It is time for dinner," said Mother.

3. No, Harry, I can't spare the money.

4. "When I saw the hungry man," said Father, "I gave him some bread."

5. Willie, please bring me the paper.

Rewrite the following:

1. Here is an orange. For the baby.

Here is an orange for the baby.

2. It was I. Who shouted.

It was I who shouted.

3. Yesterday. I lost my purse.

Yesterday I lost my purse.

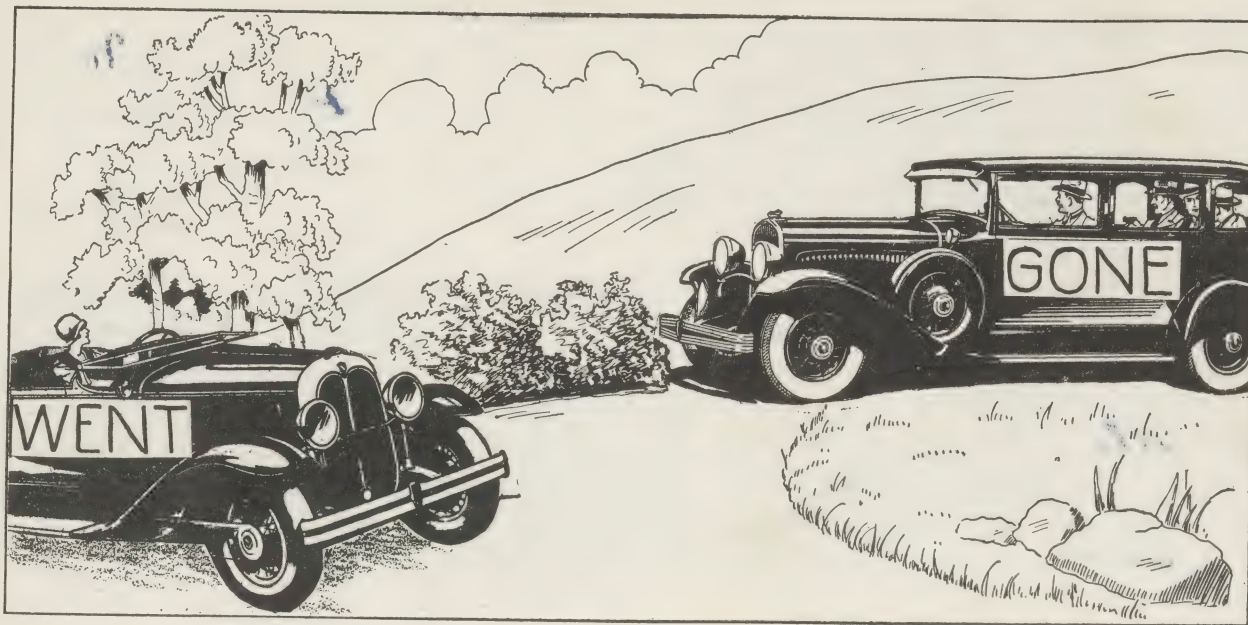
4. Brother played. In the game.

Brother played in the game.

Highest score possible: 31

Score made by pupil 29

WENT, GONE



MISS WENT always drives alone. She will not let any helpers ride with her.

Do not use any helping words with *went*.

I went ten miles.

You went to Memphis.

He went far away.

MR. GONE takes three others in the car with him. Their names are HAVE, HAS, and HAD.

Always use a helping word with *gone*.

I have gone ten miles.

You have gone to Memphis.

He has gone far away.

Use the right word in the following sentences:

1. The girls have gone to the picnic.
2. I have gone over this lesson three times.
3. I went after he had gone.
4. The circus has come and gone.
5. Have the boys gone to play ball?
6. No, they have gone to the swimming pool.

7. Brother went to work when the whistle blew.

8. Have the birds gone to the South yet?

9. The car had gone before I reached the station.

Rewrite this note.

Dear Teacher,

I have wrote my English exercise five times and have went home.

Your friend,

Simple Simon

Dear Teacher,
I have wrote
my English exercise
five times and
have went home
your friend
Simple Simon

CONTRACTIONS

A contraction is the shortening of a word or words by the omission of one or more letters. Contractions save time; they are often used in letters to friends. The apostrophe indicates the omission of the letter or letters.

where's	I'm not	can't
won't	haven't	don't
doesn't	you'll	it's
couldn't	wouldn't	shouldn't
didn't	wasn't	hasn't
we've	they've	there's

Write contractions of the following:

I am not	<i>I'm not</i>
where is	<i>where's</i>
it is	<i>It's</i>
you will	<i>you'll</i>
do not	<i>don't</i>
have not	<i>haven't</i>
cannot	<i>can't</i>
there is	<i>there's</i>
will not	<i>won't</i>
does not	<i>doesn't</i>
could not	<i>couldn't</i>
was not	<i>wasn't</i>
we have	<i>we've</i>
they have	<i>they've</i>
would not	<i>wouldn't</i>

Write sentences using contractions of the following:

have not

*I haven't any
shells*

does not

*A horse doesn't
know anything*

we have

We've got 13 cows

there is

*There's water in the
well*

would not

*I wouldn't go home
until morning*

you will

*You'll have a
party*

it is

It's

INFORMAL INVITATIONS

AN INFORMAL NOTE OF INVITATION

Dear Lucy,

I am inviting some boys and girls to a Candy Making Party at my home, 115 Pershing Avenue, on next Thursday evening at eight. I hope that you can come.

Sincerely yours,
Minnie Dickson

Monday
December 15

AN ANSWER TO AN INFORMAL INVITATION

Dear Minnie,

I accept with pleasure your invitation to attend the Candy Making Party next Thursday evening. I am looking forward to a good time.

Your friend,
Lucy Bacon

Monday
December 15

You will notice that Lucy answered the invitation on the same day that she received it. An invitation should be answered promptly so that one will know how many guests to prepare for.

Write an informal invitation and an answer of acceptance for a Halloween Party.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears slightly aged or off-white. There is no handwriting or other markings on the page.

THERE AND THEIR



Their goat.

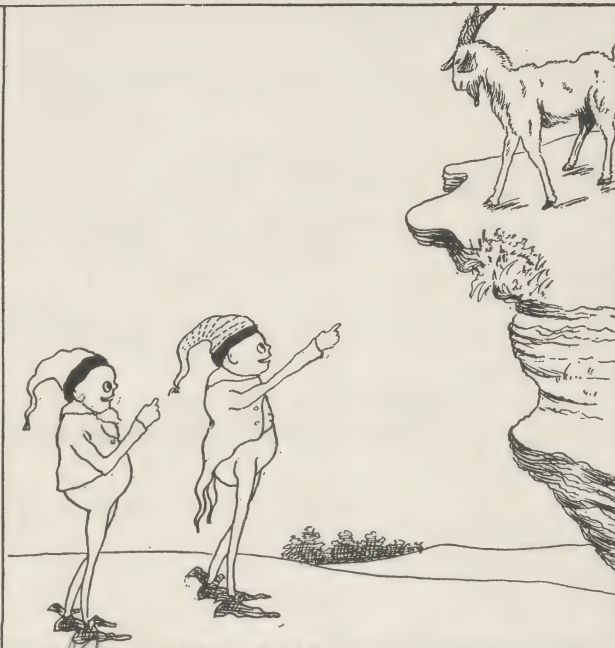
Their means of *them*, or *belonging to them*. *Their* goat means the goat that belongs to *them*.

There means in or at that place. "The goat is up *there*" means the goat is at that place.

There is also used as an introductory word, as "There is the goat on the cliff."

Use *there* or *their*.

1. Please put the lamp there ✓
2. Why did father go there ✓ today?
3. There were three of us in the party.
4. They put the eggs in there ✓ baskets.
5. Their ✓ he goes!
6. Will you be there ✓?
7. They went away in there ✓ new car.



- Wrong*
Their goat is up *there*.
8. She was there, but I did not see her.
 9. ✓ work was done well. ✓
 10. I didn't know you were working ✓
 11. There is a car coming.
 12. Their voices sounded sweet.
 13. Clara went There to church on Sunday.
 14. There are many kinds of insects.

Make sentences using these words—
their friends

Their friends were there

there in the tree

The nest is there in the tree

CAPITAL LETTERS

A capital letter is used:

1. To begin the first word of every line of poetry.
2. To begin every name of God.
3. To begin the salutation and ending of a letter.
4. To begin the title of a person placed before a name.

Draw a line under the words that should be capitalized.

the night has a thousand eyes,
and the day but one;
yet the light of the bright world dies
 with the dying sun,
the mind has a thousand eyes,
and the heart but one;
yet the light of a whole life dies
 when love is done.

And god said, Let there be light: and there was light.

O give thanks unto the lord, for he is good; for his mercy endureth forever.

memphis, tenn.

august 10, 1930

dear charles,

we are going to have a fishing party on the mississippi river tuesday afternoon, and i shall be glad for you to join us. nearly all the boys from our room will be there, and we expect to have a fine time.

tell your mother that she need not feel uneasy because the boys are going down the river in a boat. captain h. s. jackson will be in charge of the party.

your friend,

henry s. lee

Write sentences illustrating the use of the four rules for capital letters.

1. Humpy Dumpy sat on a wall

2. Hello Junior

3. Dear Earth:

Your friend,
John

4. _____





CAN AND MAY



"Mother, can I eat the apple?"

"Yes," answered mother, "I am sure that you can. You have strong teeth; your digestion is good; and the apple is delicious. I am sure that you can eat it. Why do you ask?"

"I didn't mean that," answered Mary. "I meant to ask may I eat the apple?"

The words *may* and *can* are frequently confused.

We should use *may* when we ask or give permission.

Can means to be able or to know how.

Can I run? Can I play?
Both are silly things to say.
Surely one can run and play
If he is well and has his way.
All folks' rights we must observe,
Some folks' rules obey,
If permission one does seek,
"May I please?" is what to say.

—Government Bulletin

Put *can* and *may* in the correct places in these sentences.

1. Mother, can I eat an apple?
2. My big brother can read Latin.

3. Frank can go because he can drive a car.

4. A Boy Scout can build a fire.

5. Ask the teacher if you may bring your bicycle to school.

6. Can you see the school from your home?

7. May I go home at three o'clock?

8. How fast can your dog run?

9. Do you think that I can lift that heavy box?

10. May I call to see you Sunday afternoon?

11. Can I use your pencil?

12. You can eat your lunch now.

13. Mother, May I go now?

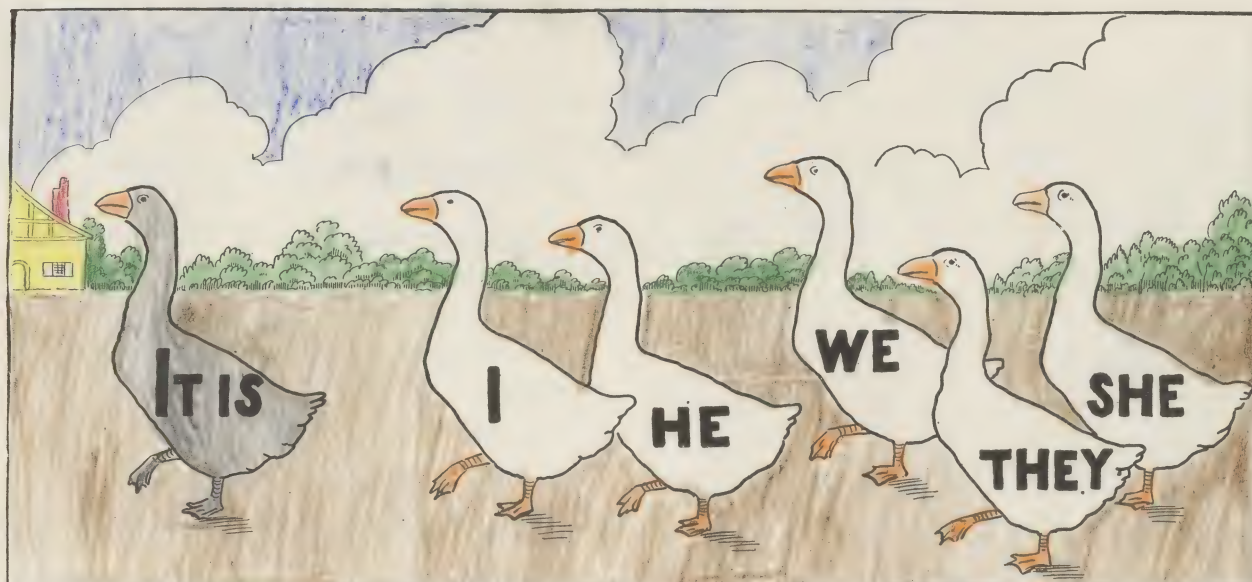
Write sentences using correctly—

may

Mother may I go up
to Junior's
to know

can

I can shoot a shot
gun



IT IS I

Notice which words follow "It is" in the picture.

The following forms are right:

It is I.
It is she.
It is he.
It is we.
It is they.

These forms should be used in your daily speech and writing till they become habits.

Memorize this rime:

"It is I, it is he, it is she, it is they,
Who do the best work day by day."

—Government Bulletin

It may help you to make up some rimes for these expressions as,

It is I
Who ate the pie.
It is he
Who drank the tea.

It is I

It is we

It is we who eat he

It is he

It is he who made tea

It is they

It is they who made tea

It is she

Write answers to these questions using I, he, we, she, or they.

1. Who is at the door?

He is at the door

2. Who rang the bell?

She rang the bell

3. Who saw it first?

I saw it first

PROPER AND COMMON NOUNS

1. Washington lived in Virginia.
2. A man lived in a house.
3. The robin lived in a tree.

Words like Washington, Virginia, man, house, robin, and tree are called nouns.

A noun is the name of a person, place, or thing.

The word Washington names a particular person. The word Virginia names a particular place. These nouns are called proper nouns.

A proper noun should always be written with a capital.

The words *man*, *house*, *robin*, and *tree* name a class of persons, places or things. These nouns are called common nouns.

Write the following proper nouns.

1. The names of three cities.

Kansas City
Chicago
Madison

2. The names of three states.

Texas
Colorado
Montana

3. The names of three boys.

Junior

- Lynn
Gertie
4. The names of three girls.

Madge
Betty
Alice

Write the following common nouns.

1. The names of three flowers.

Roses
Violets
Poppies

2. The names of three animals.

Horse
dog
Cow

Underscore the nouns in the following:

Some eagles build their nests in trees, but the larger eagles build on high cliffs of rock. The eagle finds a place that is difficult for a man to reach and collects a pile of sticks. These sticks are piled together to make a platform, and in the center a rough nest is lined with grass. Here are laid two or three white eggs. The nest of an eagle is called an eyrie. It is not a tidy place. The eagle catches rabbits, fish, lambs, and other small animals. These are carried to the nest and torn to pieces. The bones and remains lie around the nest making it a very unpleasant place.

The eagle is strong and swift and its picture has been used as a symbol. It was so used by the Romans, and the United States puts an eagle on some of our silver coins.

MASTERY TEST NO. 3

Use the right word.

1. The boys have gone (gone, went) to college.
2. Christmas has come and gone (gone, went).
3. They have gone (went, gone) home.
4. Please set the vase There (there, their).
5. Jack and Jane came in their (their, there) new car.
6. Their (Their, There) friends are in town.
7. There (There, Their) are many kinds of birds.
8. Mother, may (may, can) I have some candy?
9. can (Can, May) I leave the room?
10. Father, can (can, may) I eat an orange?
11. It is I (I, me).
12. It is her (she, her).
13. It is him (he, him).
14. It is we (we, us).
15. It is them (they, them).

Write the contractions for:

1. do not don't
2. have not haven't

3. there is there's
4. does not doesn't
5. would not wouldn't
6. it is it's

Draw a line under the words that should be capitalized.

1. dallas, texas, january 4, 1934.
2. boats sail on the rivers,
and ships sail on the seas;
but clouds that sail across the sky
are prettier far than these.

Write three proper nouns.

1. jurist
2. Madison
3. Texas

Write three common nouns.

1. bird
2. horse
3. cow

Draw a line under the pronouns in the following sentences:

1. He was in town Saturday.
2. She was late at school.
3. Mary sat at her table.

Highest score possible: 37

Score made by pupil 26

ANSWERING QUESTIONS

Write answers to the following questions. Make a complete sentence in your answer, and repeat some of the words in the question. A sentence is a complete thought expressed in words.

Example:

Who is President of the United States?

Herbert Hoover is President of the United States.

1. What are three places in America that you would like to visit?

The three places I would visit are Hollywood, Texas, Florida.

2. Who lived in America before its discovery by the white men?

The Indians lived here before the white men discovered.

3. Which is the largest state in the Union?

Texas is the largest state in the Union.

4. Which is the smallest state in the Union?

✓

5. Which is the largest city in the state in which you live?

The largest city is New York.

6. When and by whom was America discovered?

America was discovered by Christopher Columbus.

7. How many stars has the American flag?

There is 48 stars in the American flag.

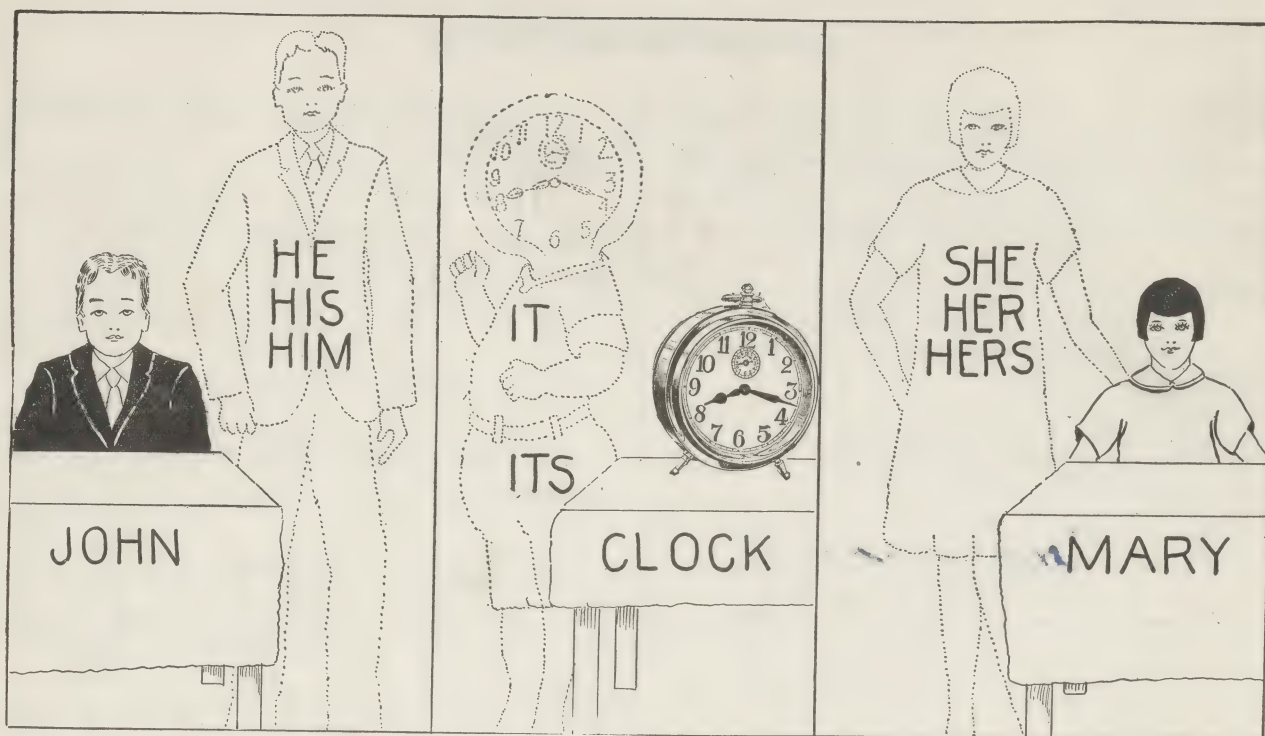
8. What do the stars represent?

The stars represent the states.

9. What are the colors of the American flag?

The colors of the American flag are red, white, and blue.

29
3
26



PRONOUNS

Instead of saying "John ate John's dinner," we say "John ate his dinner." The word *his* stands for John. Instead of saying "Mary sat at Mary's table" we say "Mary sat at *her* table." The word *her* stands for Mary. Instead of saying "The clock stood on the clock's table" we say "The clock stood on *its* table." The word *its* stands for clock.

Words like *I, me, he, she, you, it, they, we, us, them, her, him, their, my, and you* are called pronouns.

A pronoun is a word used for a noun.

Underscore the pronouns in the following sentences:

1. He went to school on Monday.
2. Henry said he would go to school.
3. I have broken my kite which you gave me. ✓
4. They knew their lessons.
5. Jenny plays, but she does not sing.

Rewrite the following sentences using pronouns instead of nouns.

1. Helen studies Helen's language lesson at Helen's home at night.

Helen studies her language lesson at her home at night.

2. Jack called to see Jack's friend in the hospital.

Jack called to see his friend in the hospital.

3. I looked for my pencil but could not find my pencil.

I looked for my pencil but could not find it.

4. Sam invited us to ride with Sam.

Sam invited us to ride with him.

VERB DEMONS



SEE _____ SAW _____ SEEN

HAVE-HAS-HAD

DO _____ DID _____ DONE

HAVE-HAS-HAD

GO _____ WENT _____ GONE

HAVE-HAS-HAD

GIVE _____ GAVE _____ GIVEN

HAVE-HAS-HAD

RING _____ RANG _____ RUNG

HAVE-HAS-HAD

WRITE _____ WROTE _____ WRITTEN

HAVE-HAS-HAD

SING _____ SANG _____ SUNG

HAVE-HAS-HAD

DRINK _____ DRANK _____ DRUNK

HAVE-HAS-HAD

VERB DEMONS

The three parts of some troublesome verbs are given on the opposite page. These verbs are known as "Verb Demons" because so many errors are made in their use. Most of the errors are made with the parts of the

verbs that need helping words. Remember that you should never use *seen*, *done*, *gone*, *given*, *rung*, *written*, *sung*, or *drunk* without a helping word. The helping words most frequently used are *have*, *has*, and *had*.

Fill the blanks with the right words.

1. Have you ever seen (seen, saw) the Rocky Mountains?
2. John and I saw (saw, seen) a whale.
3. Ellen and I did (did, done) our work before breakfast.
4. Has he done (done, did) his problem in arithmetic?
5. The janitor rang (rang, rung) the bell on time every day last year.
6. Caruso sang (sang, sung) a beautiful song.
7. Max has written (wrote, written) a poem for the paper.
8. When Willie had written (wrote, written) his letter he ate his lunch.
9. Who wrote (wrote, written) *Robinson Crusoe*?
10. Sam has given (give, given) his rabbit to Jack.
11. Father gave (give, gave) ten dollars to the Red Cross.
12. Mike drank (drank, drunk) two bottles of soda water.
13. He has drunk (drunk, drank) as many as five bottles.
14. After the car had gone (went, gone) five miles, it stopped.
15. The President has gone (gone, went) to the mountains for the summer.
16. After I had written (written, wrote) the letter I went to the show.
17. Ida has sung (sung, sang) many times in public.
18. Has the bell rung (rung, rang) yet?
19. You have given (given, gave) us a fine reception.
20. How many times have you gone (went, gone) to Chicago?
21. I have gone (gone, went) to Chicago three times.

THE HYPHEN

Sometimes there is not room for all the letters in a word at the end of a line that one is writing. When this happens the word should be divided at the end of some syllable, and a hyphen should be placed at the end of the line to show that the word is continued on the next line below. Do not place a hyphen at the beginning of the second line.

As words are divided only between syllables, we should never divide a word of one syllable. Words of one syllable like *which*, *straight*, *meant*, *through*, *speak*, and *rolls* are never divided.

The following words are divided by hyphens into syllables:

re-plied
dis-ap-pear
oc-ca-sion
watch-ing
cheer-ful

Divide the following words into syllables, and place a hyphen between each two syllables. When in doubt consult the dictionary.

English	<u>Eng-lish</u>
brother	<u>broth-er</u>
sentence	<u>sent-ence</u>
whenever	<u>when-ever</u>
geography	<u>ge-og-ra-phy</u>
superintendent	<u>su-per-in-tend-ent</u>
average	<u>av-er-age</u>
automobile	<u>au-to-mo-bile</u>
program	<u>pro-gram</u>
except	<u>ex-cept</u>
language	<u>lan-gu-age</u>

Sunday	<u>Sun-day</u>
number	<u>numb-er</u>
absurd	<u>ab-surd</u>
athletics	<u>ath-let-ics</u>
baseball	<u>base-ball</u>
residence	<u>res-i-den-cy</u>
syllable	<u>syl-la-ble</u>
airplane	<u>air-plane</u>
opinion	<u>op-in-ion</u>
library	<u>lib-rary</u>

Draw one line under the words that may be syllabicated, and draw two lines under the words that cannot be divided into syllables.

<u>thorough</u>	✓
<u>through</u>	✓
<u>which</u>	✓
<u>ground</u>	✓
<u>electricity</u>	
<u>continue</u>	
<u>house</u>	
<u>almost</u>	
<u>funny</u>	
<u>arithmetic</u>	
<u>freight</u>	✓
<u>circus</u>	✓
<u>plays</u>	
<u>playful</u>	
<u>accident</u>	
<u>straight</u>	

Write four items of news about your school.

School News

Vol. 1. No. 1

AT SCHOOL

TWO CENTS

The primary and intermediate
rooms are going to have a play
about Lincoln Wednesday
night Feb. 22

The fifth & sixth grade
had a test of social
study Tuesday afternoon

FRIENDLY LETTERS

315 Adams Avenue
Sedalia, Missouri
July 10, 1930

(1)

Dear Alfred,

(2)

I reached home yesterday after many experiences with my car. The car skidded off the road one time, and I had a hard jolt, but fortunately no harm was done.

(3)

I enjoyed every minute of my stay with you. Mother is charmed to learn that you are coming to see us next month. Please don't change your mind about coming.

This afternoon I am going to the airport with father to see the airplanes. In my next letter I shall tell you all about them. I am about ready to take my second-class Scout tests. I have bought a hatchet, a knife, and a first-aid kit. I am trying to live up to the Scout motto, "Be Prepared."

All are well here, and all send their love to you. Be sure to write as soon as you have time.

Your friend,

(4)

Buckingham Brown

(5)

Notice carefully the parts of the letter which are numbered.

1. **HEADING.** The heading tells where the writer was, and when he wrote the letter.

Where was Buckingham Brown when he wrote the letter? Sedalia, Missouri

When did he write the letter? July 10

What punctuation points are used in the heading? comma

2. **SALUTATION.** The salutation shows to whom the letter was written.

The word *dear* should not be capitalized unless it is the first word. Note how *My dear Friend* is capitalized.

To whom did Buckingham Brown write this letter? Alfred

What capital letters are used in the salutation? Dear Alfred

What punctuation point follows the salutation? Comma

3. **BODY OF LETTER.** The body of the letter contains the message.

4. **COMPLIMENTARY CLOSE.** The complimentary close is a friendly way of saying "Good-by" in a letter. Some other forms used for the complimentary close are *Yours sincerely*, *Sincerely yours*, *Cordially yours*, and *Affectionately yours*.

What mark of punctuation is placed at the end of the complimentary close? Comma

Where do you use capital letters in the complimentary close? Your

5. SIGNATURE. The signature shows who wrote the letter.

Who wrote the letter to Alfred? Buckingham Brown

What capital letters are used in the signature? Name

Name the five parts of a letter Heading, salutation, Body,
Complimentary close, Signature

Write a letter to one of your friends. When you have finished the letter, correct your own mistakes. Are all the words spelled right? Have you used capital letters and periods in the right places? Are all your sentences complete? Is the letter neat and is it easy to read?

Wyzona, Wis.
Nov. 9, 1932

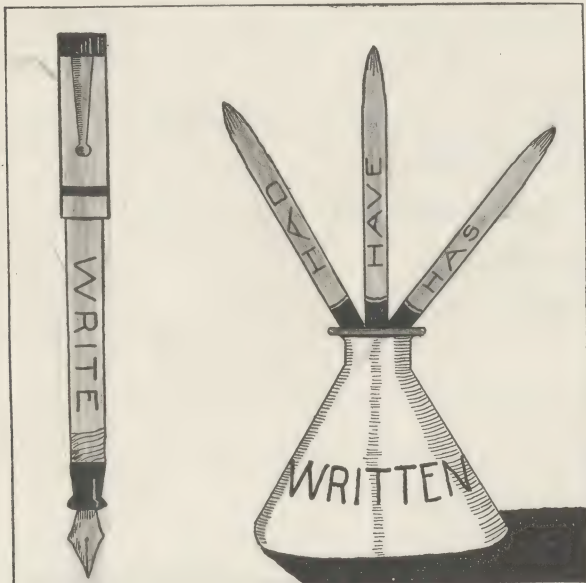
Dear Garth:

I wish you would bring,
some scXus. I am going to bring,
a sandriver. I have a little
one that will just fit. We will
feck it as no one will brack,
it. If they brack it we will
let them feck it.

Your friends,
John

WRITE, WROTE, WRITTEN

The word *write* is like a fountain pen. It needs no help. The word *write* is used without any helping words.



The word *written* is like a bottle of ink. One of the pens, *has*, *have*, or *had* must be dipped in the bottle.

Wrote is used when we wish to tell what has happened in the past.

1. The teacher writes a good hand.
2. Shakespeare wrote many plays.
3. I have written a play for the stage.

Be careful always to say *have written*, *has written*, *had written*, *is written*, *was written*, or *were written*.

Use the right form of write in these sentences.

1. John wrote (wrote, written) me a letter last week.
2. Mary had written (wrote, written) her composition on pink paper.

3. I have written (wrote, written) an order for a bicycle.

4. James has written (wrote, written) many news items for our school paper.

5. Father wrote (wrote, written) the teacher asking her to excuse me for being late.

6. After I had eaten my lunch I wrote (wrote, written) my language lesson.

7. Why have you not written (wrote, written) to your mother?

8. What is written is written (wrote, written).

9. His testimony was written (written, wrote) down in the presence of the judge.

10. These rimes were wrote (written, wrote) at a summer resort.

Write sentences with—

has written

He has written his language

wrote

I wrote to mother

write

I will write it now

have written

I have written to my

was written

My Geography was written

A. W. Wilson
347 Locust Ave.
Des Moines, Iowa

Mr. Alfred Gilpin
230 Monroe Street
Cincinnati
Ohio

ADDRESSING ENVELOPES

The address on an envelope should be written very plainly and correctly. Thousands of letters are lost every year because of carelessness in addressing the envelopes.

It is not necessary to put punctuation marks on the envelope address excepting after abbreviations. Abbreviations like St., Ave., Mr., Mrs., and Dr. should be followed by periods. A comma should be placed be-

tween the name of the city and the name of the state when both are written on the same line.

The name of the writer should be placed in the upper left hand corner. The stamp is placed in the upper right hand corner.

Address the envelope below to Miss Edith Jones, who lives in Austin, Texas, at 678 Plaza Street.

John Twedt
Rio Win
Route 3

Miss. Edith Jones
678 Plaza Street
Austin
Texas

100 MASTERY TEST NO. 4

Fill the blanks with the right words.

1. Fred drank (drank, drunk) a glass of milk.
2. Fred has drunk (drunk, drank) a glass of milk.
3. Sam has gone (gone, went) to the seashore.
4. Lillie sang (sang, sung) two songs.
5. The bell rang (rang, rung) at seven o'clock.
6. The bell was rung (rung, rang) at seven o'clock.
7. We did (done, did) our work promptly.
8. We have done (done, did) our problems.
9. John has wrote (wrote, written) his letter.
10. I have written (wrote, written) a poem.

Name the five parts of a letter.

1. Heading
2. salutation
3. body
4. Complementary close
5. Signature

Divide the following words into syllables, and place a hyphen between each two syllables.

1. replied re-plied
2. watching watch-ing
3. except ex-cept
4. brother bro-th-er

Address an envelope to Miss Myra Adams who lives in Kansas City, Mo., at 5842 Quincy Street.

Miss Myra Adams
5842 Quincy Street
Kansas City
Mo

Highest score possible: 20

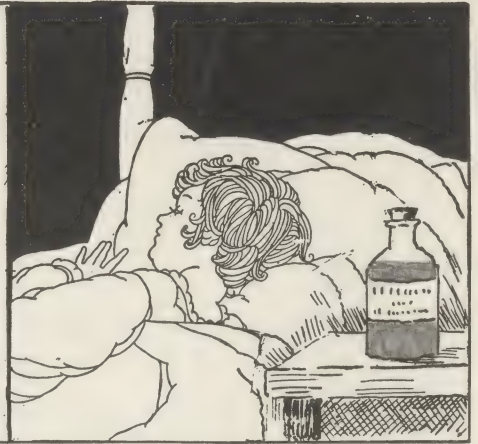
Score made by pupil 100



The little girl ate one green apple.



The little girl ate two green apples.



The little girl has eaten three green apples.

REVIEW OF EAT, ATE, EATEN

There is no such word as "et."

A helping word should be used with *eaten*.

Fill each blank in the following sentences with the correct word.

1. Who ate dinner with you last Saturday?
2. I ate breakfast at seven o'clock this morning.
3. Who has eaten my oranges?
4. Healthy babies eat carrots and spinach every day.
5. The Chinaman ate chop suey with chopsticks.
6. Where have they eaten today?
7. I am happy, for I have eaten a good meal today.
8. We should be thankful for what we eat today, and what we ate yesterday.

9. The meal that we ate at the restaurant cost fifty cents.

10. Have you eaten all that you want?

11. The robin ate the worm, and the cat ate the robin.

12. We ate a watermelon on the Fourth of July.

Write sentences containing the words

eat

I will eat it

ate

I ate breakfast at 8:00 o'clock

eaten

✓

WRITING POST CARDS

Write post cards to two of your friends. The message must be short as there is not much space for writing. Think what you are going to say before you start to write.

The following is the right form for the address:

Mr. John D. White
387 Clinton Street
Charleston
S.C.

POST CARD		STAMP
<i>This side for the message</i>	<i>This side for the address</i>	
<p><i>Stoughton, Wis.</i> <i>Nov 23, 1932</i></p> <p><i>Dear John:</i> <i>Will you come down</i> <i>for Thanksgiving. We</i> <i>are going to have turkey.</i> <i>Your Ant,</i> <i>Mena</i></p>	<p><i>Mr. John D. White</i> <i>Wyncona</i> <i>Wis.</i></p>	

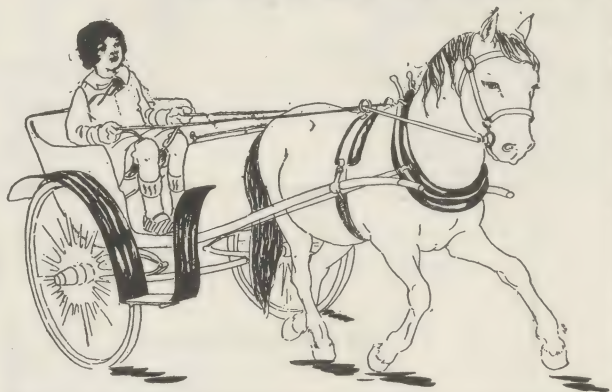
POST CARD		STAMP
<i>This side for the message</i>	<i>This side for the address</i>	
<p><i>Wyncona, Wis.</i> <i>Nov 23, 1932</i></p> <p><i>Dear Anty</i> <i>I can't come down</i> <i>for Thanksgiving because</i> <i>we are going to have one</i> <i>here</i> <i>your friend</i> <i>John</i></p>	<p><i>Mrs. Mr. Gelbruntes</i> <i>Stoughton</i> <i>Wis.</i></p>	

YOUR AND YOU'RE

YOUR PONY



YOU'RE DRIVING YOUR PONY



You're is a shortened form of *you are*. The apostrophe after *u* shows that the letter *a* is omitted. The apostrophe should always be used with *you're*. *You're* is right in a sentence when you can use *you are* in its place.

The word *your* shows possession. It is never written with an apostrophe.

Fill each blank with the right word.

1. Your ~~are~~ improving in your English every day.
2. Your ~~are~~ goat was in my yard yesterday.
3. You're ~~are~~ going to wear your new dress to the party.
4. I am your ~~are~~ friend; you're ~~are~~ my friend.
5. Your ~~are~~ watch is late. Have you lost your watch?
6. Your ~~are~~ conduct is excellent; you're ~~are~~ a model boy.
7. Your ~~are~~ face shows that you're ~~are~~ a good girl.

8. your ~~are~~ in need of a new pencil.
9. your ~~are~~ pencil is broken.
10. You're ~~are~~ now in the fifth grade.
11. Which is your ~~are~~ book?
12. Mother says that you're ~~are~~ growing fast.
13. Your ~~are~~ hair is light; you're ~~are~~ a blonde.
14. Your ~~are~~ school is the best in the city.
15. Be your ~~are~~ own critic when writing these sentences.
16. Where is your ~~are~~ home?
17. You're ~~are~~ right. I will apologize to your ~~are~~ friend.
18. Your ~~are~~ hat is very pretty.
19. Are you in earnest? I think you're ~~are~~ joking.

SENTENCE REVIEW

Seen, done, gone, and sung should be used only with helping words. The helping words most frequently used are *have, has, and had*. is are was were

Write sentences using correctly:

1. saw *I saw junior at the fair*
2. seen *I have seen a blue bird*
3. did *Did you shoot this morning*
4. done *I have done my reading*
5. went *I went down town*
6. gone *He has gone to Madison*
7. sang *I sang a song for junior*
8. sung *I have sung many songs*
9. see *I see you back of the tree*
10. do *Ann I will do it for you*
11. go *Go get that water*
12. sing *You can sing pretty*
13. has done *She has done her language*
14. has gone *He has gone away*



SINGULAR AND PLURAL

There are two numbers, the singular and the plural.

A word that means one person, place, or thing is singular in number.

A word that means more than one person, place, or thing is plural in number.

Most nouns form their plurals by adding *s* to the singular.

Draw lines under the plural nouns in the following list.

<u>books</u>	<u>beds</u>
book	<u>turnips</u>
<u>automobiles</u>	<u>pins</u>
airplane	<u>flags</u>
elephant	crayon
shoe	rose
<u>shoes</u>	<u>violets</u>
<u>trees</u>	<u>horses</u>
house	<u>stars</u>
sofa	dwarf

Some words that do not unite well with an *s* add *es* to form the plural.

Add *es* to the following words.

- | | |
|-------------|-------------|
| 1. box ✓ | 7. ditch ✓ |
| 2. bush ✓ | 8. negro ✓ |
| 3. potato ✓ | 9. cross ✓ |
| 4. loss ✓ | 10. watch ✓ |
| 5. guess ✓ | 11. latch ✓ |
| 6. bush ✓ | 12. tax ✓ |

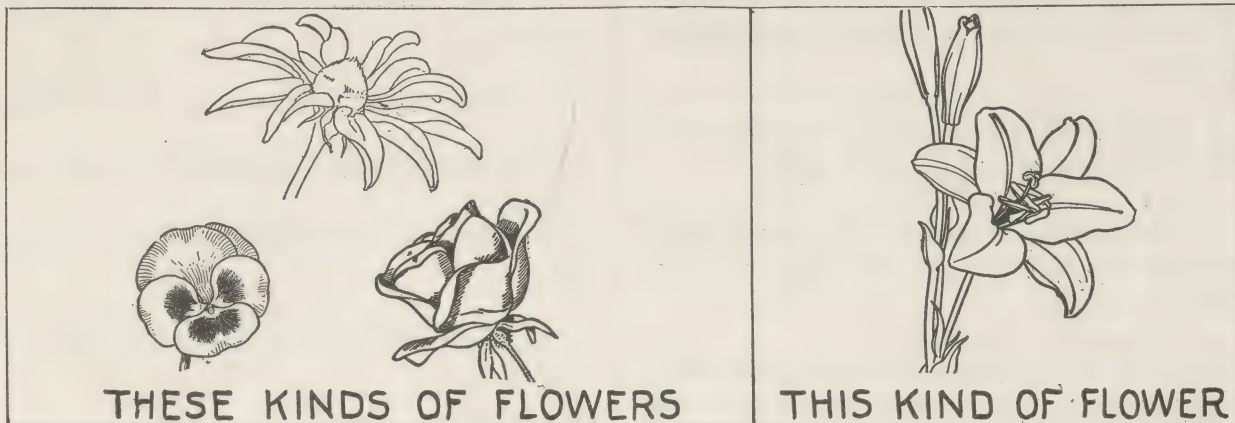
Some nouns have irregular plurals, as *man*, singular; *men*, plural.

Write the singular number for the following plural nouns.

- children child
- feet foot
- teeth tooth
- women woman
- oxen ox
- geese goose

Write the plural number for—

- mouse mice
- knife knives ✓
- loaf loaves ✓
- lady ladies
- baby babies
- louse lice ✓
- leaf leaves ✓
- deer deer C
- policeman policemen
- roof roofs
- hoof hoofs ✓
- lily lilies ✓
- shelf shelves ✓
- mosquito mosquitoes



The words *this* and *that* refer to one subject only and must be used with nouns in the singular number. *This* and *that* are often used with the words *kind* and *sort*.

I could not find *this* kind of hat.

I could not find *that* kind of hat.

I do not like *that* sort of peaches.

The words *these* and *those* must be used with nouns in the plural number. Do not say *these kind* or *those kind*, *these sort* or *those sort*. Say *these kinds* or *those kinds*, *these sorts* or *those sorts*.

I could not find *these* kinds of hats

I could not find *those* kinds of hats.

Place the right word in the blank spaces.

1. Sarah ate this (this, these) kind of candy.

2. I did not find that (that, those) kind of cloth.

3. I do not like these (that, these) kinds of peaches.

4. (This, These) these kinds of oranges are very nice.

5. (That, Those) that sort of remark makes me angry.

6. Where did you get those (this, those) kind of gloves?

7. (This, These) these kinds of coconuts come from Cuba.

8. (This, These) these sorts of books are used in college.

9. Tom said these (this, these) kinds of problems were hard to solve.

10. Flowers of this (this, these) kind are very pretty.

11. Boys of these (these, this) kind will succeed in life.

12. (This, These) these kinds of trees have large leaves.

13. Games of these (these, that) sort are very healthful.

14. (This, These) this kind of collar is not in style.

15. (This, These) these kinds of collars are not in style.

16. (This, These) these kinds of airplanes are dangerous.

17. (This, These) this kind of airplane is safe.

18. (This, These) these kinds of knives sharpen easily.

19. (This, These) this kind of peach is delicious.

20. (This, These) this kind of tree sheds its leaves.

THE APOSTROPHE

The apostrophe is used to show possession. "The boy's hat" means that the boy possesses the hat.

1. To form the possessive of a singular noun, add an apostrophe and *s*, as *girl*, *girl's*.

2. To form the possessive of a plural noun that ends in *s*, add the apostrophe only, as *birds*, *birds'*.

3. To form the possessive of a plural noun that does not end in *s*, add the apostrophe and *s*, as *children*, *children's*.

4. To form the possessive of a word ending in *s*, place the apostrophe after the *s*, as *Moses*, *Moses'*.

Do not use the apostrophe with *his*, *hers*, *ours*, *yours*, or *theirs*.

Place apostrophes where needed.

1. Henrys composition is clear and forceful.

2. The childrens coats are hung in the hall.

3. Mens feet are larger than womens feet.

4. Defoes *Robinson Crusoe* is a widely read book.

5. My dogs name is Fido.

6. I had a ride in my uncles car.

7. I found a mans watch lying in the street.

8. We rode up the hill on Roys pony.

9. My countrys flag is red, white, and blue.

10. The humming birds bill is sharp and long.

11. Doris' hat is rather large for her head.

12. I looked at an assortment of mens coats.

13. There are many sparrows nests near our house.

14. The new styles of ladies hats are very pretty.

15. Beavers homes are built in shallow streams.

16. Please give me a dollars worth of sugar.

17. Have you read Burns poems?

18. The ladys fan is red.

19. I like to look at childrens toys.

20. Is this hat yours?

Write two sentences using apostrophes.

Johns coat is in the hall

100
MASTERY TEST NO. 5

Use the right word.

1. Who has eaten (eat, eaten) my apples?

2. Who ate (ate, eat) the pies?

3. I have eaten (eaten, eat) my supper.

4. your (Your, You're) eyes are brown.

5. you're (Your, You're) late to-day.

6. Which is your (your, you're) bicycle?

7. you're (You're, Your) right.

8. The bluebird ate (ate, eat) the worm.

9. Have you eaten (eaten, eat) to-day?

10. He has gone (gone, went) to the river.

11. I saw (saw, seen) him; he did (done, did) it.

12. Where did you find this (this, these) kind of hat?

13. ('This, These) These kinds of bananas come from Cuba.

14. ('This, These) These kinds of flowers are rare.

15. ('This, These) this kind of flower is pretty.

Place apostrophes where needed.

1. John's coat is too long.
2. I visited my aunt's home.

3. We rode to town in Mary's car.

4. Doris's dress is genuine silk.

5. The lady's hair is brown.

6. Ladies' dresses are reduced in price.

7. Is this pencil yours?

8. Helen's hair is light.

Write the plural number for:

1. leaf leaves

2. policeman policemen

3. lily lilies

4. box boxes

5. watch watches

6. tax taxes

7. baby babies

8. knife knives

Write the singular number for:

1. men man

2. children child

3. mice mouse

4. teeth tooth

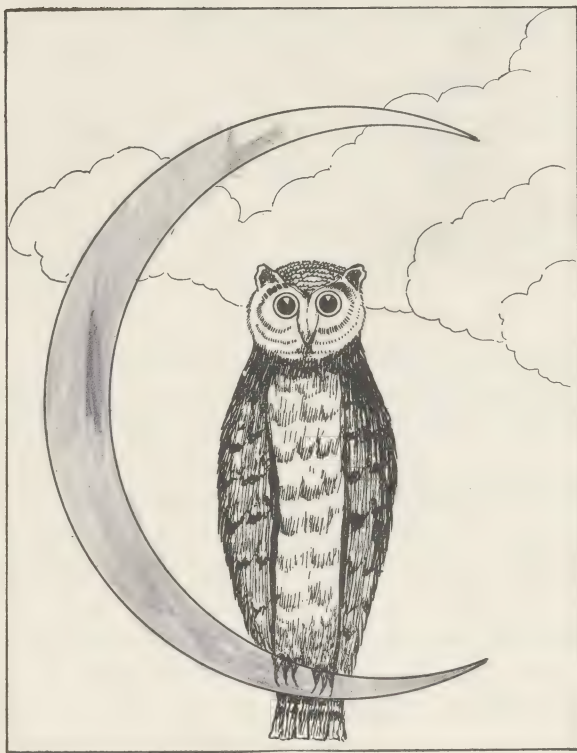
5. women woman

6. geese goose

Highest score possible: 37

Score made by pupil 37

ITS, IT'S



It's an owl.
 Its eyes are large.
 The owl can wink its eye.
 Its claws are sharp.
 The owl looks wise, but it's not.

It's is a shortened form of *it is*. "It's a pleasant day" means "It is a pleasant day." *It's* may be used in sentences where it is correct to use *it is*.

Its without the apostrophe is a different word. *Its* shows possession, as "Its fleece was white as snow."

Fill the blanks with the correct words.

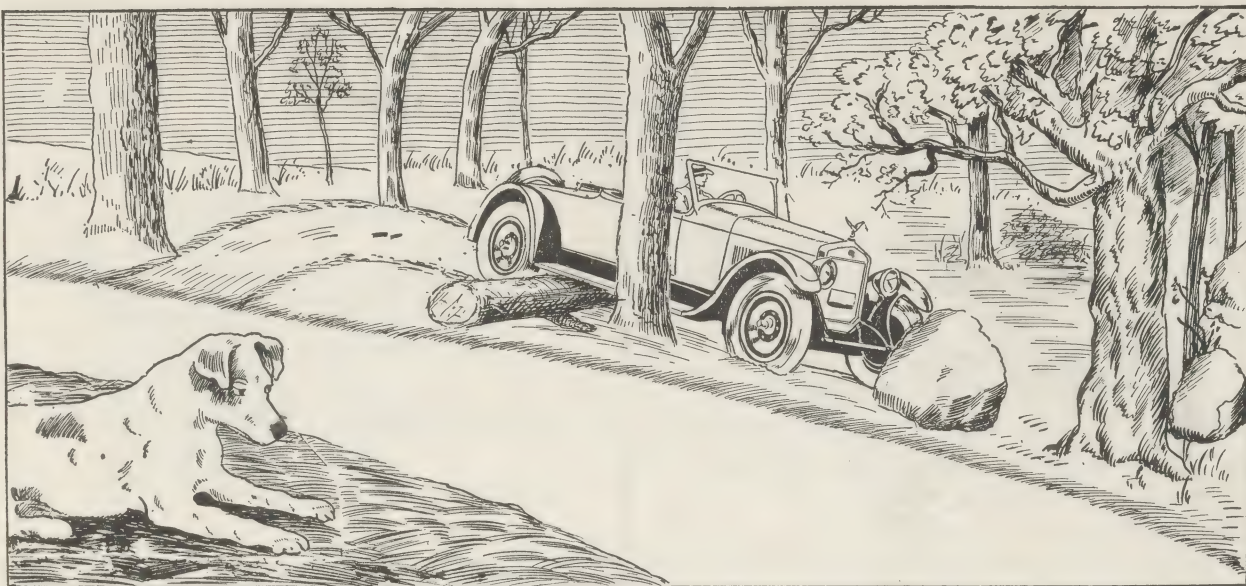
1. The dog snapped at its shadow in the water.
2. Be sure to hang your coat on its peg.
3. I like arithmetic because it's a useful study.
4. The house fell because its foundations were weak.

5. We shall have no picnic if it's a rainy day.
6. it's two hundred and eighty miles from St. Louis to Kansas City.
7. It's time for us to leave.
8. It's a long time since I saw you last.
9. The baby stuck its finger in its eye.
10. It's easy to teach a dog its name.
11. Strike while it's hot.
And tarry not.
12. "It's not my fault," said John.
13. It's a long way to Tipperary.
14. it's I. it's you. it's he.
15. it's she. it's we. it's they.

Write two sentences using correctly the word *it's*.

It's my pencil
It's a gun

Write two sentences using correctly the word *its*.



STICKING TO THE POINT

Jack left the main highway to make a short cut through the woods. He did not go very far. Jack is of the opinion now that it is best to keep on the main road when traveling in an automobile.

There are many, like Jack, who leave the main road when writing or speaking. It is best to stick to the main point in your compositions. When writing do not clutter up your composition with statements that have no bearing on the story. Stay on the main highway.

Draw a line through all the sentences in the following composition that have nothing to do with the story.

APOLLO AND CLYTIE

Apollo was a very tall, strong, and handsome man. His pleasant face showed that he had a kind heart. He used to spend much of his time going about helping people in trouble. We raised a million dollars in our city last year to help poor people. Every one who knew Apollo loved him.

A little girl named Clytie knew Apollo and loved him so well that she left her play to follow him

about. My dog follows me to school every day.

It was not a great while after Clytie had become acquainted with Apollo that he left the earth and went up to the sun. From the sun he sent warm rays of light to heat the poor people's cold homes. Mother burns oil in our basement. It heats the house well. After rains had come to bathe and refresh the thirsty plants Apollo let the little sunbeams dance among the raindrops, and every flower and plant grew more beautiful. I think that the rose is the most beautiful of all flowers. I like pansies too.

Poor Clytie could not be comforted; she would walk about the land and look up at the sun nearly all the time and wish that Apollo would come back. I went on a hike last summer and walked eight miles one morning. The walk blistered my feet. One day Clytie felt so bad that her tears began to fall, and what do you think grew up just where her tears sank into the ground? A tiny little green plant. All day it kept turning its face to the sun steadily. In the morning it turned toward the east, at noon it looked straight up, and at night its head dropped down toward the west. So Clytie's flower is called the sunflower. We have some sunflowers in our backyard. The chickens are very fond of the seed.

HOW TO DO THINGS

A Boy Scout must prove his ability to make a fire in the open, using not more than two matches. He must care for the fire and put it out.

A Scout who passed all the requirements wrote the following directions for building a fire.

HOW TO BUILD A FIRE

The Scout should select a dry place to build a fire. A spot should be cleared so that the fire cannot spread to the grass or woods.

The next step is to collect dry twigs. If it is raining the Scout should split a piece of log and get dry wood from the inside. The dry wood should be cut into long, thin slivers.

Pile these slivers, with some others that are just a little larger, on end to make a stand shaped like an ice cream cone. Apply the match from below, on the windward side. Coal oil, or paper, should not be used.

To put out the fire use plenty of water or sand. Be sure that the fire is out.

Write a short composition on one of the following subjects:

1. How to Feed a Rabbit.
2. How to Make a Bird House.
3. How to Make a Whistle.
4. How to Make a Kite.
5. How to Sweep a Room.
6. How to Make Candy.
7. How to Get off a Street Car.
8. How to Make a Work Apron.
9. How to Start an Automobile.
10. How to Sew on Buttons.

How to Start an Automobile
To start an Automobile
first you turn on the cee. Put the
spark up. Put the gas half way
down. Then crank the old ford
When it starts push the spark
up.



SIT, SAT, SAT

The boys and girls sit in school.
 The dog sits on the ground.
 The hen sits on her nest.
 The boy sat on the chair yesterday.
 He had sat in the chair before.
 The chair sits by the window.
 I am sitting in the chair.
 I was sitting in the chair.
 We were sitting in the chair.
 They were sitting in the chair.
 They have been sitting in the chair.

To express present time use *sit* or *sits*.

To express time that is past use *sat*.

Sat sometimes needs one of the helpers: *has*, *have*, or *had*.

Sit means to have a seat, or to take a sitting position. If one is tired of standing he sits on a chair. A hen sits on her nest.

Use the right word.

1. Mother (*present time*) sits at the head of the table.
2. The baby (*present time*) sits on the floor.
3. The owl (*past time*) sat on a limb.
4. The hen (*present time*) sits on her nest.
5. Grandfather has sat by the window since breakfast.

6. sit up straight when you are writing.

7. How long have you been sitting here?

8. Where does Nancy sit?

9. The cup sat on the saucer.

10. Where did you sit at the show?

11. Please sit still.

12. The tramp has been sitting on that bench two hours.

13. Little Polly Flinders sat among the cinders.

14. Little Jack Horner sat in a corner.

15. The children sat on the front steps.

16. The man (*past time*) sat on my new hat.

17. May I sit down?

18. Learn to sit straight.

19. The robin is sitting on four tiny eggs.

20. Do you like to sit on the front bench?



Polly set the pitcher on the table.



The pitcher sits on the table.

SET

Jerry set the box on the floor this morning.
 Jerry set the box on the floor yesterday.
 Jerry has set the book on the floor.
 He sets the box on the floor every day.
 I saw Jerry setting the box on the floor.

Set means to put or place a thing somewhere.

Use the right word.

1. Who set the chair in the hall?
2. Where did you sit my book?
3. The delivery man set the basket of eggs on the porch.
4. Tom set a trap and caught a raccoon.
5. Set the clock on the shelf.
6. The gardener is setting out the plants.
7. The doctor the broken bone.

8. The ring was with beautiful jewels.

9. Please the book on the table.

10. the bottle where the baby cannot reach it.

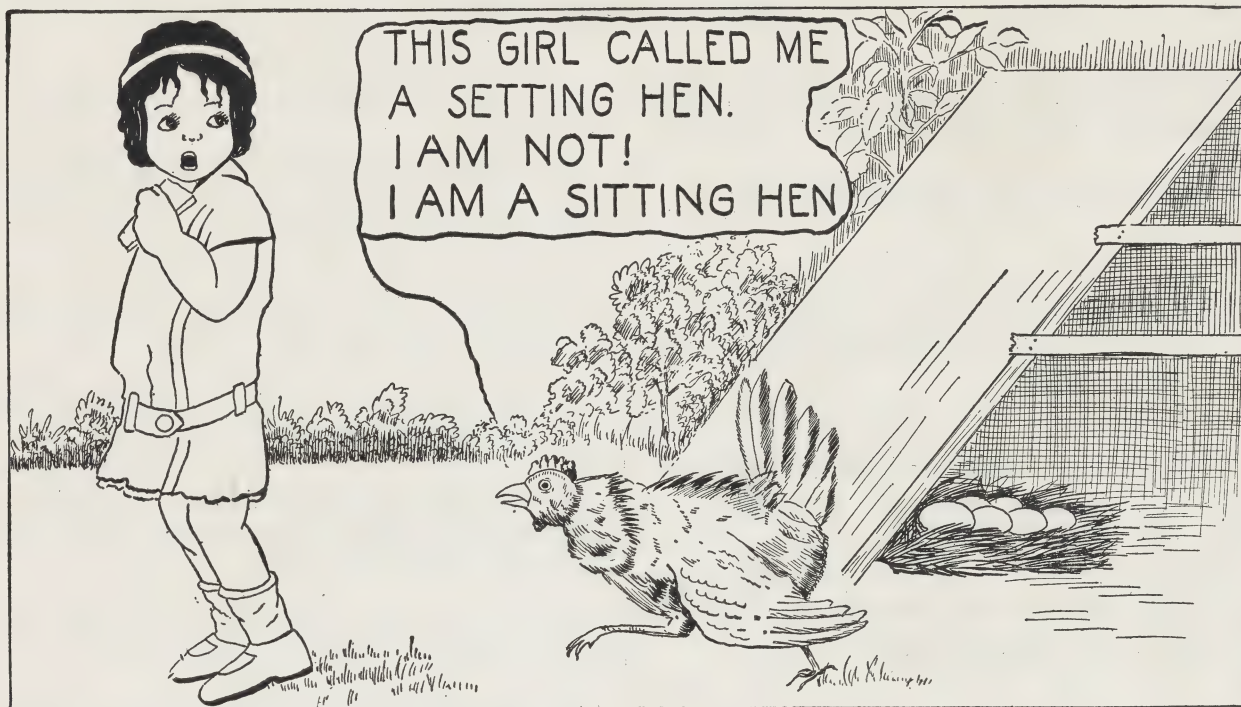
11. Mother the baby in the chair.

Write sentences using correctly—

1. set

2. has set

3. sit



SIT, SAT, SET

Use the right word.

1. The author sat a bottle of ink on the table and sat down to write a poem.
2. Who sate next to you in school?
3. Sister set the dishes on the table and we sat down to eat.
4. Set your hat; it does not sit straight.
5. Before the teacher came I sat in her chair.
6. Polite children will not set down until older persons are seated.
7. I have set the chair behind the door.
8. Frank would sit for hours listening to war stories.
9. Mr. Thomas has set beautiful shrubbery around his yard.
10. We can sit on the porch and see the shrubbery.
11. Dick sat the trunk on the floor. Then he sat on the trunk.
12. I set up late last night. I had to set the alarm clock to wake me in time for school.

COMMAS WITH SERIES

In the sentence following the four words naming the things that you had to eat form a series.

I had oatmeal, eggs, toast, and milk for breakfast.

Words in a series are separated from each other by commas.

The comma is not used when there are only two words in the series connected by *and*. Thus: "I had oatmeal and toast for breakfast." If the two words are not connected by *and* a comma should be used, thus: "It was a big, ferocious tiger."

Insert commas where needed.

1. Oaks, maples, pines, and hemlocks abound in the forest.

2. The basket contained peaches, pears, bananas and apricots.

3. Please put the glasses, forks, plates, and knives on the table.

4. There were elephants, camels, giraffes, and lions in the parade.

5. The soldier limped into camp, tired, hungry and wounded.

6. We need a new catcher, a new pitcher and a new shortstop for our team.

7. John Joe Will and Ned are brothers.

8. Dark, angry clouds loomed up in the west.

9. The flag of our country is red, white and blue.

10. We use gas, electricity and oil for lighting our homes.

11. There are five vowels: *a, e, i, o, and u.*

12. A letter has five parts: the heading, the salutation, the message, the complimentary close and the signature.

13. Mary went to the bakery and got some bread, pies and cakes.

14. The rose that I plucked was large, red, and sweet.

15. Horses are used as beasts of burden in Europe, Asia, Africa, Australia, North America, and South America.

16. I saw robins, sparrows and redbirds in the yard this morning.

17. The soldier was brave, punctual, and polite.

18. Oranges, coconuts and pineapples grow in Florida.

19. I am studying arithmetic, history, geography, and physiology.

20. Mother has thread, needles and thimbles in her basket.

21. I have two ears, two eyes and ten toes

Write two sentences with words in a series separated by commas.

On our farm there is pig, cows, chickens, and calves.

Forest, Junior and I are going fishing this summer.

MASTERY TEST NO. 6

Fill the blanks with the correct words.

1. Its, It's) Its very cold today.
2. (Its, It's) It's nearly time for dinner.
3. The dog can wag its (its, it's) tail.
4. The horse ran from its (its, it's) shadow.
5. Where did you sit (set, sit) in the room?
6. May I sit (sit, set) on this chair?
7. Everyone should sit (sit, set) straight.
8. John, please sit (sit, set) on the front bench.
9. Please set (set, sit) the box on the floor.
10. The box sits (sits, sets) on the floor.
11. John set (set, sat) the chair in the hall.
12. John sat (set, sat) on the chair.
13. Do not sit (sit, set) up late at night.

14. The pigeon sat (set, sat) on the roof.
15. The hen sits (sits, sets) on the nest.
16. A sitting (sitting, setting) hen should not be disturbed.

Insert commas where needed.

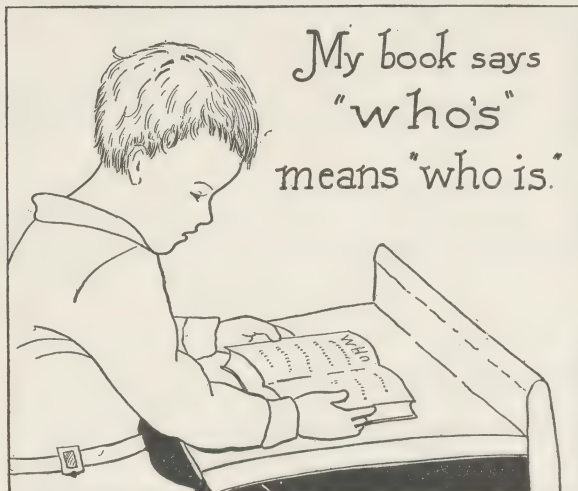
1. The box contained apples, nuts and raisins.
2. I had milk, cakes and eggs for breakfast.
3. I saw monkeys, camels, hyenas and sea lions at the circus.
4. Mary, Susan, Doris and Helen are in the same class.
5. The orator was eloquent, learned and patriotic.
6. The first five letters of the alphabet are a, b, c, d and e.
7. John went to the drug store and got some pills, plasters and paregoric.
8. Virginia, South Carolina, Georgia and Alabama are southern states.

Highest score possible: 37

Score made by pupil

100

150
WHO'S, WHOSE



Willie has learned something worth knowing. He has learned from his book that *who's* is a contraction of *who is*.

"Who's using the telephone?" means "Who is using the telephone?" *Who's* should be used in a sentence only when *who is* can take its place. This is an easy test. Try it when you write *who's* again.

The word *whose* expresses ownership. The apostrophe is never used with *whose*.

Fill each blank with the correct form.

1. who's that boy riding the white pony?
2. who's your friend?
3. Whose dog is that?
4. Can you see who's in the boat?
5. Who's able to prove that my answer is wrong?
6. Who's the author of *Robinson Crusoe*?
7. Tom is a boy whose hands are always clean.

8. who's the Governor of your State?

9. Who's going to the mountains this summer?

10. Lucile is a girl whose heart is in the right place.

11. There comes the orator whose speeches I have read.

12. Who's the best baseball player in America?

13. Blessed is the man whose strength is in Thee.

14. Who's that knocking? It is I.

15. Who's ahead in the race?

16. Who's learning the difference between *who's* and *whose*?

17. Who's ringing the bell for me to stop?

18. Who's the manager of this show?

19. Who's the brightest girl in our class?

20. Can you guess who's coming to see us?

21. Whose apples are these?

Write sentences with the words—

who's who's is that?

whose whose horse is that?

A BUSINESS LETTER

A business letter should be brief, clear, and courteous.

1765 Plaza Avenue
Chicago, Ill.
September 10, 1930

Webster Publishing Co.
1808 Washington Ave.
St. Louis, Mo.

Gentlemen:

Enclosed you will find a money order for one dollar and eighty cents (\$1.80). Please send me ten copies of Fifth Grade Language Helps.

Very truly yours,
Alma Z. Jordan

Write a similar letter to a business firm ordering something that you want.

Wyzocens, Wis.
November 21, 1932

Harper & Brothers Publishers.
New York N. Y.
Gentlemen:

Will you please send me the
Adventures of Buffalo Bill.

Yours Truly,
John

HAS

EATEN
TAKEN
BROKEN
WRITTEN

The words *eaten*, *taken*, *broken*, and *written* are used very often. Helping words, *have*, *has*, or *had*, should always be used with them. Read these forms:

have eaten
has eaten
had eaten

have taken
has taken
had taken

have broken
has broken
had broken

have written
has written
had written

Write sentences using the words correctly.

1. have eaten

I have eaten my supper

2. have taken

I have taken your horse away

3. have broken

I have broken my pencil

4. have written

I have written 2 letters

5. has eaten

Junior has eaten his dinner

6. has taken

Garth has taken my

7. has broken

Lynn has broken his saw blade

8. has written

He has written the geography

9. had eaten

Garth had eaten his dinner before I came

10. had taken

11. had broken

Tom had broken his board

12. had written

QUOTATION MARKS

A direct quotation repeats the exact words of the speaker, thus:

Fannie asked, "May I take the book home?"

A direct quotation is enclosed with quotation marks.

If the quotation is divided, we enclose each part in quotation marks, thus:

"Be sure," said Mother, "to write me a post card every day."

When we tell what someone has said but do not repeat the exact words, we make an indirect quotation.

Direct quotation:

The boy said, "I can climb the tree."

Indirect quotation:

The boy said that he could climb the tree.

Quotation marks are not used with indirect quotations.

Place quotation marks where needed.

1. Fred said, "John, will you go fishing?"

2. "The lesson is over," said the teacher, and playtime is here.

3. "Did you hear that noise?" said he.

4. "We must keep quiet," said the hunter, "if we expect to see the woodpecker."

5. "It's amazing," said Mrs. Brown, "how many bananas a little boy can eat."

6. He said quietly, "It is I."

7. "Be sure to meet me at the bridge," were his parting words.

8. Mary told me that she saw a beaver village near Colorado Springs.

9. "Ella can't come this morning," said Ruth.

10. "Are you in earnest?" I asked.

Change the following statements to quotations.

Example:

This is my pencil.

"This is my pencil," said Ruth.

1. Once well done is better than twice ill done.

"Once well done is better than twice ill done."

2. Truly polite is always polite.

Ruth said, "Truly polite is always polite."

3. If you don't aim high, you will never hit high.

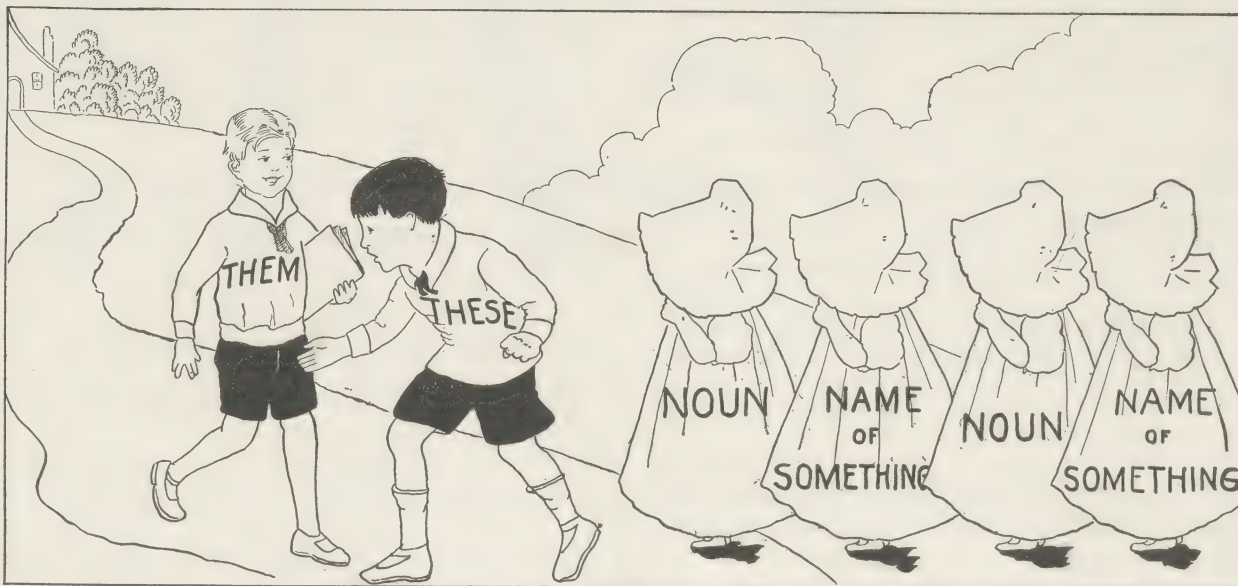
"If you don't aim high, you will never hit high."

4. If I have lost my ring, I still have my finger.

Blady said, "If I have lost my ring, I still have my finger."

5. He that would have fruit must climb the tree.

THESE, THOSE, THEM



The picture shows the boy **THESE** trying to keep the boy **THEM** from getting at the head of a line of nouns. This cartoon should help you to remember how to use the words *these* and *them*. *Them* should not be used before a noun. It is incorrect to say "Them apples are good." The correct form is, "These apples are good," or "Those apples are good." It is correct to say, "I like them," but it is incorrect to say, "I like them apples." Correct forms:

These birds are red.
Those birds are blue.
I see those birds.
I see these birds.
I see them.

Put the right word in the blank space.

1. Those (Those, Them) were the days when we had turkey every Sunday.
2. These (These, Them) skates are mine, but you may use them.
3. Look at those (them, those) soldiers.

4. Where did you get those (them, those) peaches?
5. Aunt Sallie gave these to me.
6. Look out for those (them, those) dogs!
7. Who's afraid of them (them, those)?
8. What are those (those, them) things in your basket?
9. Please let me look at these (them, these) pictures.
10. Where did you get those (them, those) blackberries?
11. Sister and I picked them (them, those).
12. Those (Those, Them) airplanes flew from St. Louis to Denver.
13. Have you seen the new styles of hats?
Yes, I have seen them (them, those).
14. Do you hear those (them, those) katydids singing?
15. Yes, I hear those distinctly.

MASTERY TEST NO. 7

Fill each blank with the correct form.

1. Whose (Whose, Who's) cat is on my fence?
2. Can you see who's (who's, whose) in the car?
3. There is the lion whose (who's, whose) roar I heard.
4. I met the author whose (who's, whose) book I had read.
5. (Who's, Whose) who's that upstairs? It is I.
6. She has written (written, wrote) her letter.
7. My knife was broke (broke, broken).
8. Kate has taken (taken, took) my gloves.
9. I had eaten (eaten, eat) before the bell rang.
10. These (These, Them) marbles are mine.
11. Those (Them, Those) apples are sour.

12. Where did you find those (them, those) beautiful shoes?

13. Please let me read those (them, those) books.

14. I am not afraid of those (them, those) boys.

15. Do you like them (them, those) pictures?

Place quotation marks where needed.

1. The boy said, "I can eat ten bananas."
2. "Did you cut the grass?" asked Father.
3. His parting words were, "I will pay you next Monday."
4. Jennie asked, "What is the price of this hat?"
5. "The day is gone," said the hunter; "I must leave the woods."

Highest score possible: 31

Score made by pupil

A STORY TO FINISH

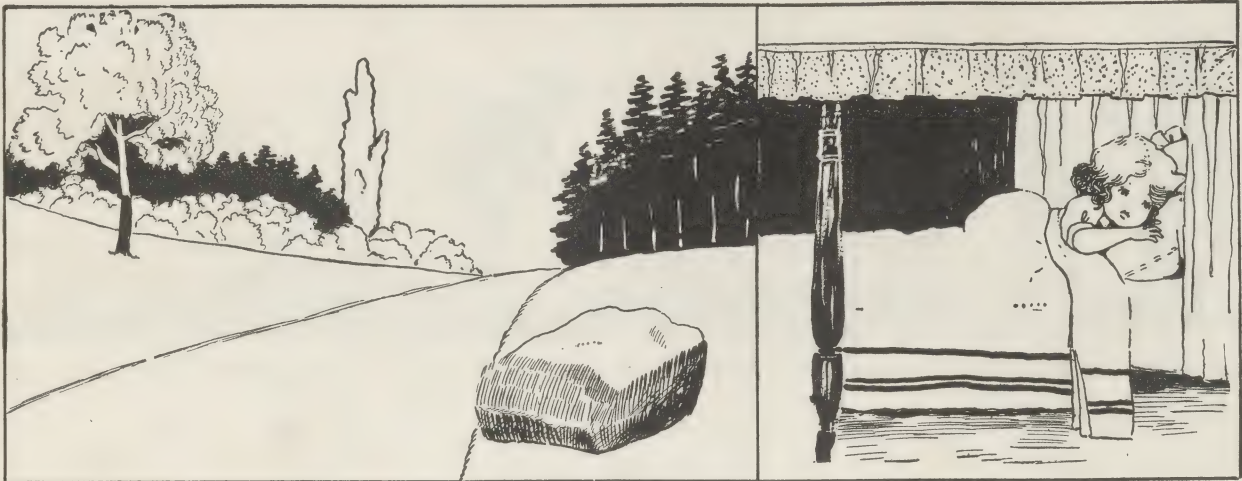
Don't you think it is dangerous to steal rides behind automobiles? A jolt of the car, or a fast turn at a corner may throw one into the middle of the street in front of another car. Is it right to ride on a car without the permission of the driver? Robert thought that there was no danger "cutting behind" cars. He had a narrow escape from death last week.

Tell the story in your own language.



ROBERT'S NARROW ESCAPE

Robert is now in the hospital with a broken arm. Last Thursday Robert was on the shore. A car drove up and started the car to go. He was going around a corner. Off went the tire. There was a car coming behind. They ran over his arm. He fell on the ground. A man was walking along. He saw the boy. He ran home called the doctor. The doctor took him to the hospital.



LIE, LAY, LAIN

One meaning of *lie* is to rest, or recline.
To express past time we use the word *lay*.

- The stone lies near the road.
- The baby lies on the bed.
- The stone lay near the road.
- The baby lay on the bed.

Use *lie* or *lay* in the following sentences to show the time indicated.

1. Present time:

The black cat lays under the stove.

2. Past time:

The black cat lay under the stove.

3. Present time:

The cows lies under the trees in the shade.

4. Past time:

The cows lay under the trees in the shade.

5. Present time:

lie down! The enemy will see you!

6. Past time:

My watch lay on the bureau two days.

7. Past time:

She lay in bed till nine o'clock.

The word *lain* should be used with a helping word, *has*, *have*, or *had* to express a completed action.

- The stone has lain near the road.
- The baby has lain on the bed.

Fill the blanks in the following sentences to show the time indicated.

1. Completed action:

I had lain there only a short while.

2. Completed action:

Fido has lain on the rug a long time.

3. Completed action:

I have lain on this bed eight hours.

4. Present time:

The snow lies on the hills and in the valleys.

5. Past time:

The wounded soldier lay on the ground.



Harold said to Jack, "Lay the wood on the fire."

Jack laid the wood on the fire.

The wood was laid on the fire.

LAY, LAID, LAID

We learned in the lesson on the opposite page that one meaning of *lay* is *rested* or *reclined*. Another meaning of *lay* is *to put* or *place*. "Lay the baby on the bed" means "Put or place the baby on the bed." Errors are frequent in the use of the word *lay*, and the confusion is due, in part, to the fact that the word *lay* has two different meanings.

Notice the difference in the use of the words:

The baby lay on the bed. (Rested or reclined on the bed)

Lay the baby on the bed. (Put or place the baby on the bed)

The stone lay near the road. (Rested or reclined near the road)

Lay the stone near the road. (Put or place the stone near the road)

To express past time of *lay* we use the word *laid*.

Jack laid the wood on the fire.

He laid his grammar on the shelf.

Use *lay* or *laid* in the following sentence to show the time indicated.

1. Present time:

Please ~~lay~~ *lay* out my clothes for a trip.

2. Past time:

Sister ~~laid~~ *laid* her jewelry on the table last night.

3. Present time:

The nurse ~~laid~~ *laid* the injured child on a cot.

4. Past time:

The mason ~~laid~~ *laid* the bricks for the new church.

5. Past time:

The stenographer ~~laid~~ *laid* the letters on the table.

6. Past time:

Willie ~~laid~~ *laid* his pencil on the table.

7. Present time:

Please ~~lay~~ *lay* some wood on the fire.

8. Past time:

I do not know where I ~~laid~~ *laid* the bunch of keys.

9. Past time:

Why kill the goose which ~~laid~~ *laid* a golden egg every day?

Has, have, and had are used with *laid* to express a completed action.

The hen has laid five eggs.

The nurse has laid the baby on the bed.

Jack has laid the wood on the fire.

Thursday 10/21



From these notes, write in your own language the story of the milkmaid who counted her chickens before they were hatched.

Notice the use of the word *break*. A helping word should always be used with *broken*. To express past time use the word *broke*.

DON'T COUNT YOUR CHICKENS BEFORE THEY ARE HATCHED

Nancy—pretty milkmaid—tripped along—jar of milk on her head—thinking of fine things she would buy when she had sold the milk—said she will buy eggs—eggs will hatch out fine chicks—will sell chicks at good price—will buy prettiest dress and hat in the city—all the young men will come out to meet me—Reuben Green will come—how jealous he will be—I'll not care—I'll toss my head so—tossed her head—down fell the jar—oh! the jar is broken—I never broke a jar before—Nancy's mistress heard what had happened—said I'm so sorry that you broke my jar—don't count your chickens before they are hatched.

Nancy the milkmaid
one day the cow
had a sign saying
milk to go
said she would
sell the milk
and buy a dress
she said I will go
now with the milk
she was walking
along when a
goat came out
of a hole and
scared her
dropped the milk
and ran her mistress
said don't count
chickens before they are
hatched



REVIEW OF LIE AND LAY

Mother, may I lie down?
 I have not lain down since breakfast.
 I lay awake several hours last night.
 Lay that wood on the fire.
 He laid the wood on the fire.
 The cat is lying on the rug.

Fill the blanks with the proper forms of the words lie or lay.

1. The baby has lain (laid, lain) in bed all the morning.

2. I found the purse lying (lying, laying) on the sidewalk.

3. Lay (Lie, Lay) your coat on the sofa.

4. Father is laying down. He has a headache.

5. If the baby is asleep lay her down.

6. Our cat lays (lies, lays) by the fire all day long.

7. I shall lay my drawings on the table. Please let them lay there.

8. I laid (lay, laid) under the tree for an hour.

9. I have lain the rug on the parlor floor.

10. I had lain there till it began to rain.

11. Here lays the soldier who fought for America.

12. The red hen laid many eggs.

13. Lay a blanket on the floor and let the dog lay on it.

14. The pencil lies on the desk. It lays there now.

15. Lay your coat on the lounge. You laid it there yesterday.

16. The rock laid on the road. It laid (lay, laid) there yesterday. It has always lain (lain, laid) there.

17. Lay the eggs on the shelf.

ANSWER TO A LETTER

Jack read an odd story in a magazine and wrote to his friend Henry about it. Read Jack's letter and write an answer.

4892 Lambert Street
Little Rock, Arkansas
February 6, 1931

Dear Henry,

I read a very interesting anecdote in a magazine yesterday. A boy only ten years old composed a sentence that contains all the letters of the alphabet. The sentence is "Pack my box with five dozen quills. J. Grey." You must count the letters in the name with the letters in the sentence.

I like curious things. Have you read, or have you heard of anything that is funny or curious? Let me know.

Your friend,

Jack Benton

ANSWER

Wynema, Wis.
Nov. 15, 1932

Dear Jack:

I read a interesting goke in the paper
This is it. Tom send; the pig are out
Father send; we have a pig
Lona send; There it is and he notes
to his sister.

Your friend,
John

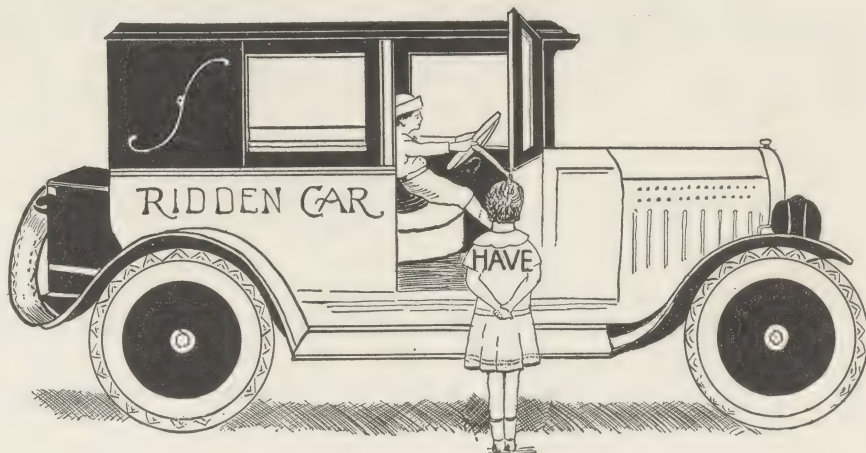
Tuesday, May 2, 1933.

RODE, RIDDEN

I ride every day in a Ford.
I rode yesterday in a Buick
I have ridden in a Cadillac.

Remember that one of the helping words, *has*, *have*, or *had* should be used with *ridden*.

Write a short composition telling about a ride that you had in an automobile. Use the words *ride*, *rode*, and *ridden* in the composition.



Get in, Miss Have, and go with me. I cannot ride alone.

One day ~~my~~ some of our friends came
to our place they said "lets go for a
ride" I said "where should we go"
they said "we will go to the bluff"
I said "I have ridden though the bluff"
lots of times they had I rode I said
"I would ride Tippy and I bet would
beat them"

VERB DEMONS



EAT _____ ATE _____ EATEN

COME _____ CAME _____ COME

TAKE _____ TOOK _____ TAKEN

RUN _____ RAN _____ RUN

**HAD
HAVE
HAS**

BEGIN _____ BEGAN _____ BEGUN

BREAK _____ BROKE _____ BROKEN

SIT _____ SAT _____ SAT

LIE _____ LAY _____ LAIN

2 VERB DEMONS

Write the correct word or words in the blank spaces.

1. Did Mary eat her lunch?

Yes, Mary ate her lunch.

2. Did your friend come on the train?

Yes, my friend came on the train.

3. Has your friend come?

Yes, my friend came.

4. Did the baby take her medicine?

Yes, the baby took her medicine.

5. Has the baby taken her medicine?

Yes, the baby has taken her medicine.

6. Did Tom run to the store?

Yes, Tom ran to the store.

7. Has Tom run to the store?

Yes, Tom has run to the store.

8. Did Henry begin his work today?

Yes, Henry began his work today.

9. Has Henry begun his work yet?

Yes, Henry has begun his work.

10. Did Charlie break his knife?

Yes, Charlie broke his knife.

11. Has Charlie broken his knife?

Yes, Charlie has broken his knife.

12. Did she sit on the sofa?

Yes, she sat on the sofa.

13. Had she sat there very long?

Yes, she sat a long time.

14. Did the cow lie on the grass?

Yes, the cow lay on the grass.

15. Have the cows lain there long?

Yes, the cows laid there long.

Write sentences using the words

(ate) John ate his lunch

(taken) I have taken my book home

(broken) I have broken the rule

(lain) North has lain ~~there~~ down

(come) Will you come to North's wedding

(lie) I lie on my

(ran) He ran home

A PICTURE STORY

What does this picture tell you? How did the baby fall into the water? Who left the baby alone? Was the water deep? Who saved the baby? How did he save her? Where did he learn to swim? Is he a Boy Scout? What is his name?

Tell the story in your own words.

HOW TOMMIE SAVED THE BABY

The picture tells
me that a little girl fell in
the water a boy is diving after



her. A woman
was leaning over
a bridge the baby
went out of her
lappet and fell
into the water.
The water was
about 10 feet deep.
Tommie saw her
saved her.
He learned to swim

from some of his friends. ^{Tommie} He is not
a Boy Scout. His name is Tommie.

LETTER OF APPLICATION

1984 Flint Street
St. Louis, Mo.
June 1, 1930

The Climax Drug Store
1560 Pearl Street
St. Louis, Mo.

Gentlemen:

I have learned that you need a boy to deliver packages during the summer months. Will you kindly consider me for the work? I am eleven years old and have perfect health. I have passed all my examinations this year in the Mark Twain School.

I have permission to refer to Mr. E. M. Lang, Principal of the Mark Twain School, and to Mr. R. R. Smith, manager of the Ideal Laundry. Last July and August I worked as errand boy for the Ideal Laundry.

Respectfully yours,

Frank Lawson

In business letters a colon is placed after the salutation. Notice the wording of the salutation and the complimentary close. The address in the letter should be the same as that written on the envelope.

Write a letter of application for work during the holidays.

Wm. W. Wicks
May 5, 1930

Webster Publishing Co.
Saint Louis, Mo.

Gentlemen:

I heard you need a boy to
deliver paper. I would be glad
to do it.

Yours truly,
John Streett

MASTERY TEST NO. 8

Use the right word.

1. The goose has laid (lain, laid) six eggs.
2. I saw the watch lying (lying, laying) on the dresser.
3. The dog lies (lies, lays) by the warm stove.
4. Mother, may I lie (lie, lay) down?
5. I have not lain (lain, laid) down today.
6. The cow lay (lay, laid) under the shady oak.
7. Sam ate (ate, eat) his lunch at school.
8. The cat has come (came, come) back to my house.
9. Fred took (took, taken) his bicycle to school.
10. I took (took, taken) my medicine before dinner.
11. Did Tom run to first base? Yes he ran (run, ran) to first base.
12. I have begun (begun, began) the study of hygiene.

13. Has the baby broken (broke, broken) her toy?

14. Did you see John sit (sit, set) on his hat?

15. I have ridden (ridden, rode) in a Pullman car.

16. Have you ever ridden (ridden, rode) in an airplane?

17. Write the heading for a letter written from 65 Spruce St., Atlanta, Ga., on Oct. 28, 1932.

Atlanta Ga.
65 Spruce St.
Oct. 28, 1932

18. Write the heading for a letter written on Sept. 25, 1932, from 5782 Elm Avenue, Peoria, Ill.

Peoria Ill
5782 Elm Ave
Sept 25 1932

Highest score possible: 18

Score made by pupil

16

COURTEOUS LANGUAGE

In the year 1912, the *Titanic*, the greatest ship afloat at the time, struck an iceberg and sank in less than three hours. More than fifteen hundred passengers were drowned. The brave men on the *Titanic* did not rush to the life-boats to save themselves first. They stood aside to let the women and children get on the small boats and rafts. These men were brave gentlemen who were polite even when faced by death.

A polite man will not help himself at the

table first. Courtesy demands that when you speak of several persons, and you are one of the persons mentioned, you should name yourself last. A very polite man, even when speaking of himself and his dog, will mention himself last.

My dog and I went down the hill,
And there we met my good friend Bill.
Bill and his dog were filled with glee
When asked to join my dog and me.

—Government Bulletin

Write the correct forms in the following sentences where wrong.

1. (I and Mother) Mother and I are going to London.
2. Please go with John and me (John and me) to the party.
3. Sister sat between Sallie and me (me and Willie)
4. (I and Ralph) Ralph and I counted fifty sheep on the hill.
5. Would you like to go fishing with Bob, Charlie and me (me, Bob, and Charlie)
6. (I and brother) Brother and I are twins.
7. Uncle Henry sent Christmas presents to (me, sister, and brother) Sister, mother and me
8. (Sallie, I, and Tom) Sallie, I and Tom are in the fifth grade.
9. Please wait at the corner for Harry and me (Harry and me)
10. (Frank and I) Frank and I are good friends.
11. (I and my dog) My dog and I play in the yard.
12. (I and you) You and I speak correct English.
13. (Harry, I, and Paul) Harry, Paul and I went in swimming.
14. (I and Sallie) Sallie and I are first cousins.
15. (I and Bob) Bob and I have new bicycles.

CONTRACTIONS



A fat little boy who said *ain't*
Fell into a big can of paint,
And when he got out
He said with a shout,
"I'll say *isn't*, and *aren't*, not *ain't*."

—From Decatur, Illinois, Schools

We should use *isn't* when we speak about one person or thing.

Isn't the bird in the tree?

We should use *aren't* when we speak about more than one, and with the word *you*.

Aren't the birds in the tree?

Aren't you looking at the birds?

From what is the contraction *isn't* formed?

From what is the contraction *aren't* formed?

Fill the blanks with the right words.

1. ~~Ain't~~ you going down town today?
2. ~~Aren't~~ that Willie's bicycle?
3. ~~Isn't~~ that a beautiful hat?
4. The children ~~aren't~~ at home today.
5. The men ~~aren't~~ working today.

Words like *ain't*, *yourn*, *theirn*, *hissel*, and *theirselves* are never used by careful speakers.

Draw a line through the incorrect word in each sentence and write on the dotted line the right word.

1. Is that hat ~~yourn~~? *yours*
2. No, it is ~~theirn~~. *theirs*
3. ~~Ain't~~ *Isn't* the baby cute?
4. The women thought of ~~theirselves~~ *themselves* last.
5. He said so ~~hissel~~. *himself*

Write sentences containing the words

(isn't)

Isn't the receipt

(aren't)

Aren't we going to Babylon

GENERAL MASTERY TEST

1. Name seven or more words (verbs) which should be used only with helping words, *has*, *have*, or *had*.

done
seen
gone
given
drunk

2. Name three kinds of sentences.

Declarative
Interrogative
Exclamatory

3. Name four places where capital letters should be used.

Beginning of sentence
For the word I
Beginning the names of days
For the end holidays
Beginning of every particular place

4. What are the five parts of a friendly letter?

Heading
Salutation
Message
Complimentary close
Signature

5. Write two sentences using *there* and *their* correctly.

There is a car coming
Their voices are sweet

6. Write the pronouns that should follow *it is*.

It is *I*

It is *she*

It is *he*

It is *we*

It is *they*

7. What is a noun? *a noun is*

the name of a person, place or thing

8. What is a pronoun? *a pronoun is*

a word used for a noun

9. Write three proper nouns.

Madison
New York
Chicago

10. Write three common nouns.

house
tree
flower

GENERAL MASTERY TEST

1. Where is the hyphen used?

A hyphen is used when dividing a word.

2. Write two sentences illustrating the use of *your* and *you're*.

Your house is on fire.
You're ~~both~~ pretty.

3. Write two sentences illustrating the use of *whose* and *who's*.

Whose hat is that?
Who's coming?

4. What is a direct quotation? Give an example.

5. Write contractions for the following words:

you are *you're*

could not *couldn't*

where is *where's*

does not *doesn't*

who is *who's*

would not *wouldn't*

6. Write abbreviations for the following words:

yard *yd.*

quart *qt.*

September *Sept.*

pound *lb.*

dozen *doz.*

Thursday *Thurs.*

7. Put the right words on the dotted lines.

(Them, Those) *Those* roses are very pretty.

I have (lain, laid) *laid* the book on the shelf.

Please (sit, set) *set* the pitcher on the table.

8. Name two negatives that may be used together in the same sentence.

haven't *any*
don't *anything*

9. Write a sentence using the two negatives.

I can't *the* *mailman*
coming *to* *my* *house* *any* *more*
He *can't* *do* *nothing* *for* *this* *friend*

10. Punctuate:

Willie answered *I* shall do my best to win the game.

Highest score possible *86*

Score made by pupil *86*

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